

ENVIRONMENTAL STUDIES

HEALTH

Teacher's Book

Year 3

A RIGHT FOR ALL



**DEVELOPED JOINTLY BY :
THE MINISTRIES OF EDUCATION,
HEALTH,
AGRICULTURE
AND UNICEF**

HEALTH – A RIGHT FOR ALL

TEACHER'S BOOK YEAR 3

**Developed jointly by the Ministries of Education, Health
and Agriculture, with the assistance of UNICEF**

**Department of Education,
Port Vila, Vanuatu**

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The Environmental Studies Curriculum

GENERAL AIMS

To help each child to develop all his or her skills (physical, intellectual, emotional and social) so that, as an adult, he or she can:

- Participate in society
- Take part in the economy
- Take part in politics
- Communicate with others
- Adapt to different or changing living conditions.

These aims go beyond the school context and are the outcome of the following general objectives:

- 1 **Knowledge** (knowledge-related objectives)
- 2 **Skills** (methodological objectives)
- 3 **Constructive behaviour** (behavioural objectives)

Knowledge + Skills + Constructive Behaviour = Good Development

WHY TEACH HEALTH, NUTRITION AND AGRICULTURE IN PRIMARY SCHOOLS?

Health is a fundamental right of all people. Vanuatu is officially committed to the world-wide goal of achieving "Health for All" by the year 2000, through participation in the policy of Primary Health Care (PHC).

The objective of this policy is to enable all people in Vanuatu to be involved in decisions and actions which will improve the health of each individual, each family, and each community.

Children, who are the citizens of tomorrow, must be educated to be responsible for their own health, as well as the health of those around them.

The best place to receive such education is at school. It must be carried out by teachers in co-operation with parents, together with specialists from the Departments of Health and Agriculture.

In Vanuatu, the health of school-age children is threatened by diseases that can be avoided with proper education. These diseases, in order of importance, are: scabies and other skin infections, malaria, respiratory infections, diarrhoea associated with insufficient weight, eye infections (conjunctivitis), and ear infections (otitis).

This explains why Health and the two related subjects of Nutrition and Agriculture are now taught as part of the school curriculum.

The general objectives of this course are:

- 1 To encourage children to adopt healthy practices.
- 2 To develop in children the desire to stay healthy and to eat the correct foods; to develop respect for all kinds of plant and animal life.
- 3 To develop a knowledge of the human being, and an understanding of the different factors that lead to health and sickness; to develop a knowledge of local foods that lead to good nutrition; and to develop a knowledge of traditional methods of gardening and animal-rearing.
- 4 To enable children to develop the necessary skills for improving health, nutrition, gardening and animal-rearing at home and village levels.

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THE REQUIREMENTS FOR A SUCCESSFUL SCHOOL HEALTH PROGRAMME

The teaching of Health, Nutrition and Agriculture is only one part of a complete school health programme.

A good school health programme includes regular medical services for school-age children, and it takes place within a healthy environment. Here are the main points:

School health services

- 1 The medical evaluation of each child through:
 - (a) regular medical examinations and the keeping of health records
 - (b) the checking of eyesight, hearing, teeth, weight and height
 - (c) the teacher's continuous observation
- 2 Health counselling and guidance (informal education)
- 3 The prevention of communicable diseases
- 4 Emergency care and First Aid

Healthy environment

- 1 Clean and safe school buildings
- 2 A healthy timetable of school activities
- 3 The provision of toilet facilities
- 4 A clean water supply for drinking and washing
- 5 The safe disposal of rubbish
- 6 Good personal relationships, good communications, warmth and friendliness
- 7 Enough space for recreational activities

Health education

- 1 Health education included in the school timetable
- 2 The integration of health education with other subjects
- 3 Motivating children to attain good health
- 4 The development of analytical thinking skills and healthy habits
- 5 The in-service health education of teachers
- 6 Health education of parents and community groups in order to get their effective participation in the school health programme

INTRODUCTION: SUMMARY OF THE YEAR 3 HEALTH COURSE

The Year 3 course revises some of the main topics taught in Year 2, but it goes further; it makes use of children's curiosity as well as their capacity for reasoning, and it involves their participation. The following topics are covered:

- 1 Completion of the vocabulary of the human body.
- 2 Cleanliness of the body. In Year 3, the lessons aim to make children understand the utility of personal hygiene, and aim to teach simple habits concerning the care of their skin, teeth, eyes, ears, and clothes.
- 3 The students check their own growth at the beginning of each school term.

A number of new subjects are also taught:

- 1 The discovery of micro organisms – their role in the transmission of disease from person to person (e.g. the 'flu).
- 2 The discovery of the most common worm disease and its prevention.
- 3 The natural protection of the human body against diseases.
- 4 The protection given by immunisation.

The programme includes two interviews with the nurse so that she or he will present and revise in her (his) own way the new subjects taught in the Year 3 Health course.

Note on the layout of this book

You should note that in those lessons where there is a story (for example lesson 19), the whole story is told first, and you are told which illustration the sentences refer to. The story is then repeated, with the relevant caption below each illustration.

TIMETABLE OF YEAR 3 HEALTH COURSE

Week/Term	1st Term	2nd Term	3rd Term
1	Children's Growth: Measurement of Pupils' Height	Children's Growth: Measurement of Pupils' Height	Children's Growth: Measurement of Pupils' Height
2	Revision of the Vocabulary of the Human Body	What Causes Teeth to Hurt	The Danger of Intestinal Worms for Our Health
3	Clothes: How They Protect Us and How to Look After Them	What Causes Teeth to Hurt (cont.)	Round-worms: How We Catch Them and Prevent Them
4	Clothes: How They Protect Us and How to Look After Them (cont.)	Foods That Are High and Low in Sugar	Round-worms: How We Catch Them and Prevent Them (cont.)
5	The Importance of Having a Clean Body	The Importance of Clean Teeth	How Human Wastes Can Spread Intestinal Worm Diseases
6	The Importance of Having a Clean Body (cont.)	Discovering the Existence of Microbes	How to Help Get Rid of Flies
7	The Prevention of Skin Infections: Cleaning Small Wounds and Cuts	How Sickness Can Pass from One Person to Another	Revision on Intestinal Worm Diseases and Their Prevention
8	Learning about Scabies	Natural Protection from Sickness	Immunisation: Its Protective Role
9	The Cure and Prevention of Scabies	Natural Protection from Sickness (cont.)	Immunisation: Protection from Tetanus
10	The Importance of Seeing and Hearing	How Immunisation Protects Us from Some Diseases	Immunisation: Protection from Tuberculosis
11	How to Care for Our Eyes	How Immunisation Protects Us from Some Diseases (cont.)	Meeting the Nurse – the Nurse's Role in School Health
12	How to Care for Our Ears	How Immunisation Protects Us from Some Diseases (cont.)	Revision of the Year 3 Programme

Term 1: Taking Care of Our Bodies

LESSON 1: CHILDREN'S GROWTH – MEASUREMENT OF PUPILS' HEIGHT

Objectives of the lesson

- 1 To involve children in monitoring their own growth
- 2 To help children remember that healthy children grow bigger and taller as they grow older

Time: 20 minutes

Teacher's note

It is important to start this activity at the beginning of the school year. This will give each student the opportunity to record his or her own growth throughout the whole school year.

Material needed and preparation

- A growth chart needs to be drawn using several sheets of paper (see the model on p.4)
- Draw the trunk of a coconut tree up to 1.5m
- Mark a line across every 10cm
- Mark each centimetre with smaller lines.
- On the last piece of paper, draw the head of the coconut tree.

Method

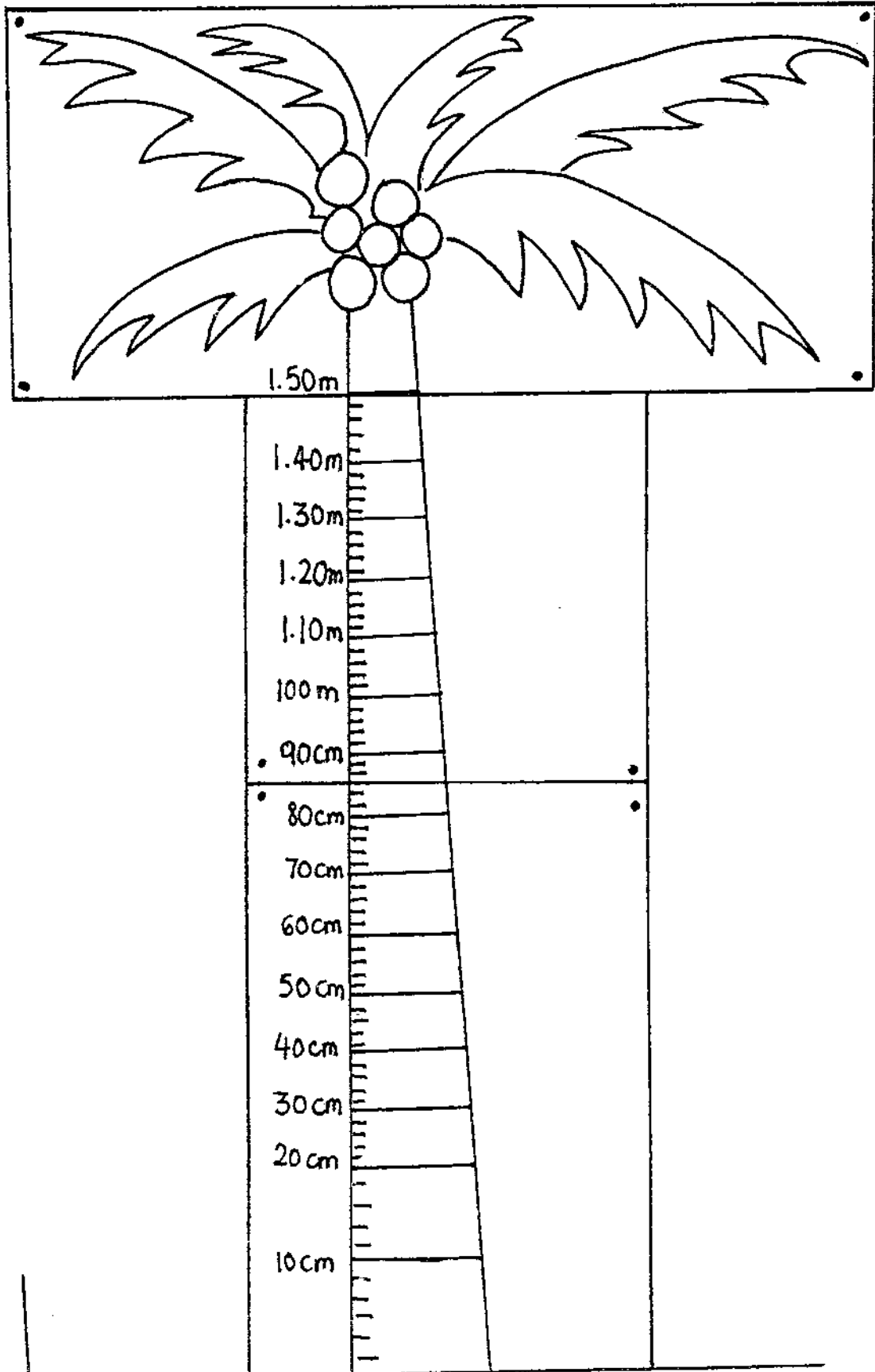
- 1 Start the lesson using the picture on p.5. Point to the baby with your finger.
 - Tell the children: "This is a *healthy* new-born baby."
- 2 Point to the one year-old child.
 - Tell the children : "This is a *healthy* one year-old child" (emphasise the word *healthy*).
- 3 Ask the students:
 - "Who is taller – the baby or the one year-old child?"
 - "Why is the one year-old child taller than the baby?"
(Answer: *He is taller because he is older*)
- 4 Point to the six year-old child.
 - Tell the students: "This is a healthy six year-old child."
- 5 Ask the students:
 - "Who is the tallest of the three children?"
 - "Who is the shortest?"
 - "What does this picture tell us about growing children?"
(Answer: *Children grow taller as they grow older*)
- 6 Ask students individually:
 - "How can you tell you are growing?"
(Answer: *I become taller and bigger*)
 - "What can you do to find out if you are growing?"
(Accept all reasonable answers)

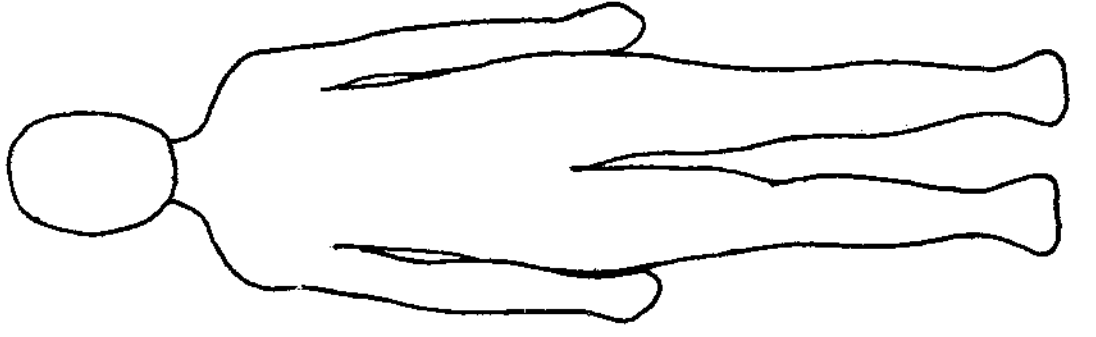
- 7 Tell students that they will watch themselves growing taller. They will start today during this lesson. They will repeat this activity at the beginning of the second term and at the beginning of the third term.
- 8 Show them the coconut tree growth chart. Explain that each student will mark on the chart his or her partner's height.
- 9 Ask students to line up in front of the chart and observe the correct procedure (stand very straight in bare feet, with head and heels against the chart; use a ruler on the top of the head as a guide when marking the chart).
- 10 Print the name of each child just below his or her height mark on the wall. Write the name in small writing so you will not make the chart look messy. You will be able to see a few months later if the children are growing taller. Use a different colour for marking the heights each term. This will make the comparisons easier.

Summary

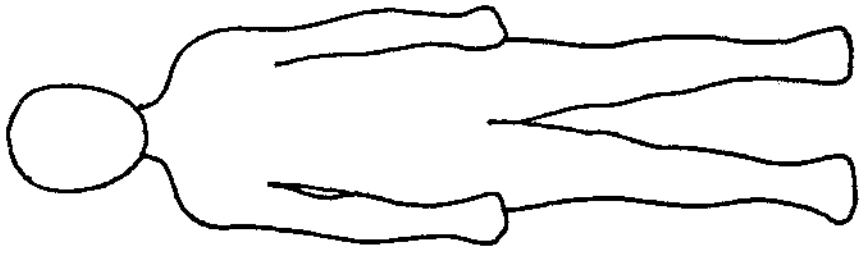
– Healthy children grow taller as they grow older

GROWTH CHART

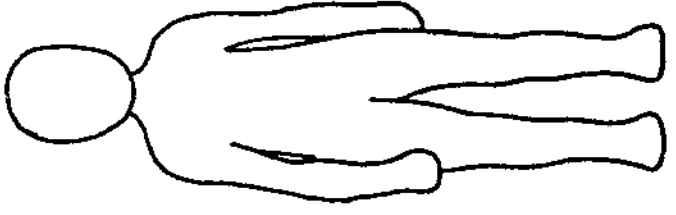




Age 18 yrs



Age 12 yrs



Age 6 yrs



Age 1 yr



BIRTH

older
grow

they

se

taller

grow

children

Healthy

LESSON 2: REVISION OF THE VOCABULARY OF THE HUMAN BODY

Objective of the lesson

To revise students' knowledge of the essential vocabulary of the human body.

Time: 20 minutes

Preparation for the lesson

One of the activities refers to objects that people wear on different parts of their bodies for custom dances. A few examples are shown in the pictures that follow, but perhaps they are different from what people wear in the region in which you teach. Ask for students', parents', or grandparents' co-operation, to give you the correct information; even better, borrow from them some actual custom objects to show pupils in the lesson.

Method

1 Start with the song, learned in Years 1 and 2, called "Parts of the Body". To test the students' understanding of the song, ask one child to touch another's ear, someone else to point to another child's nose, and so on ...

Parts of the Body

Head, shoulders, knees, and toes

Knees and toes

Head, shoulders, knees and toes

Knees and toes

Eyes, and ears, and mouth, and nose

Head, shoulders, knees and toes

Knees and toes

Head, shoulders, arms and hands

Fingers and thumbs

Chest, belly, legs and feet

Knees and toes

Eyes and ears and mouth and nose

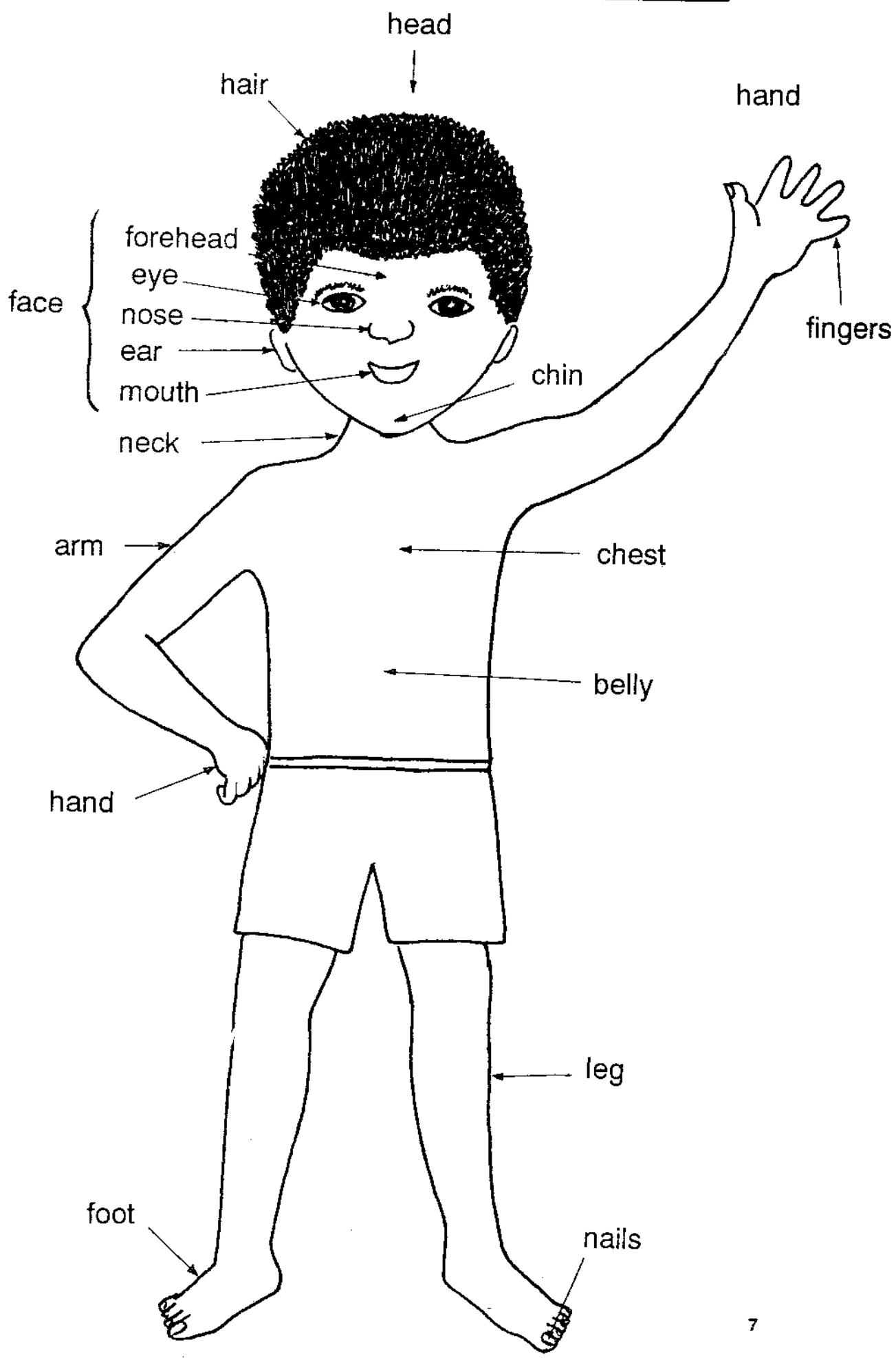
Hair and neck and chin and nails

Chin and nails

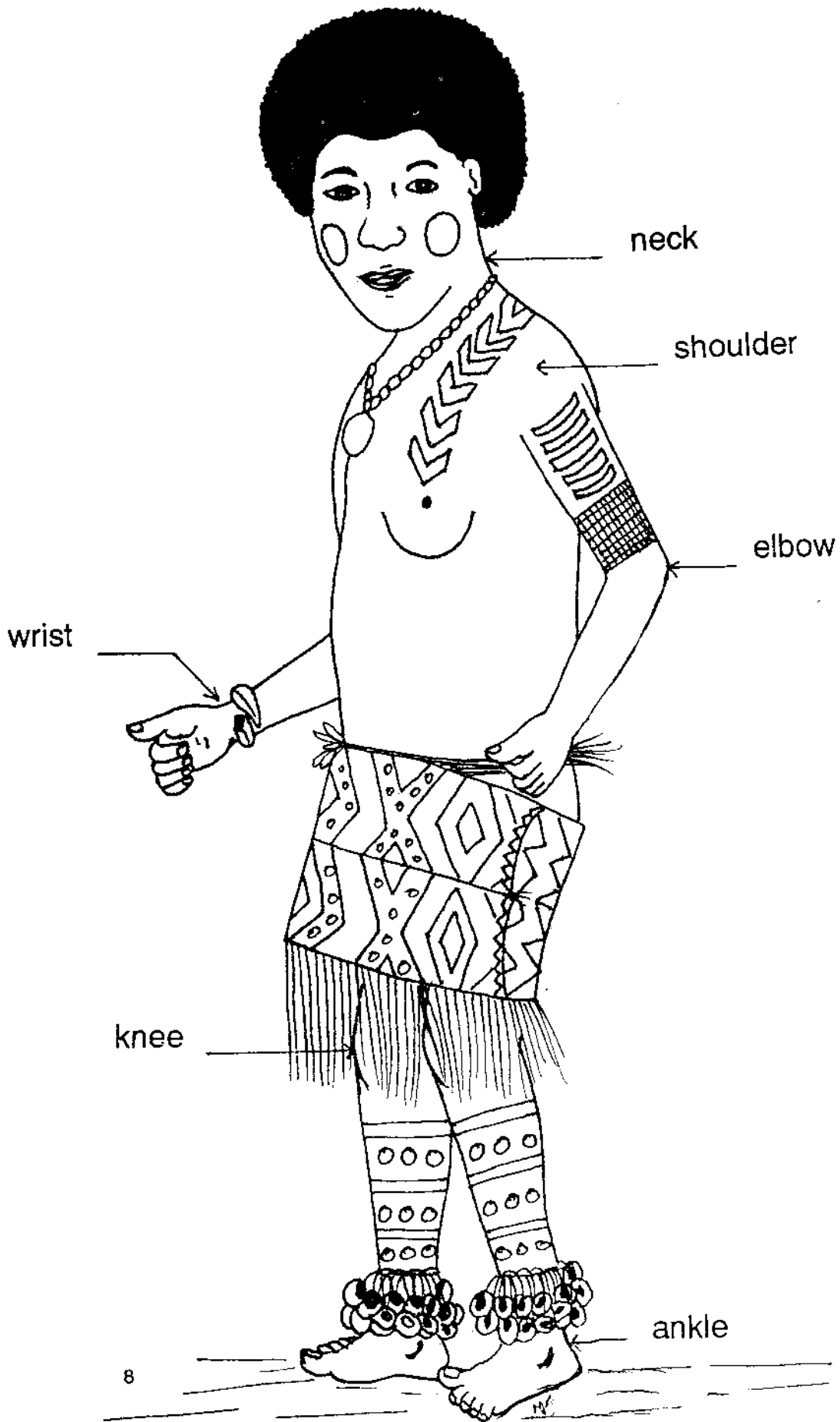
2 Show the class the drawing of the small girl dressed up for a custom dance. Tell the class the names of the different parts of the body covered with custom objects.

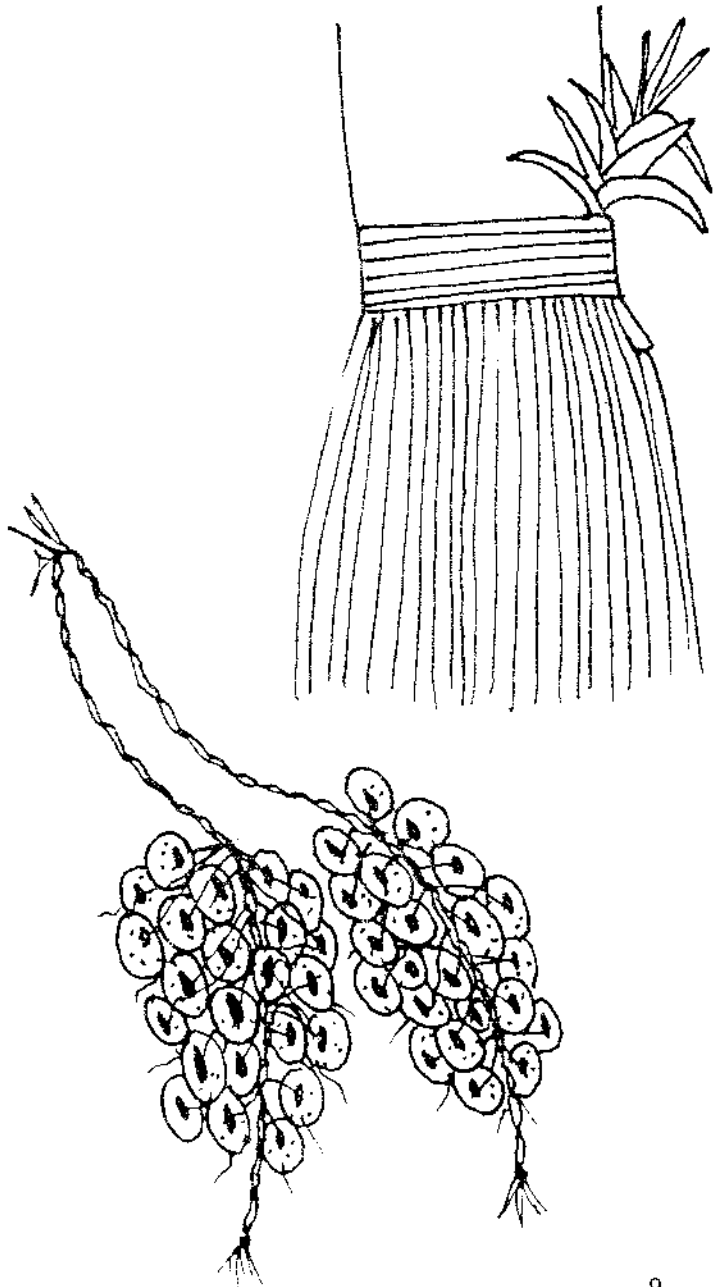
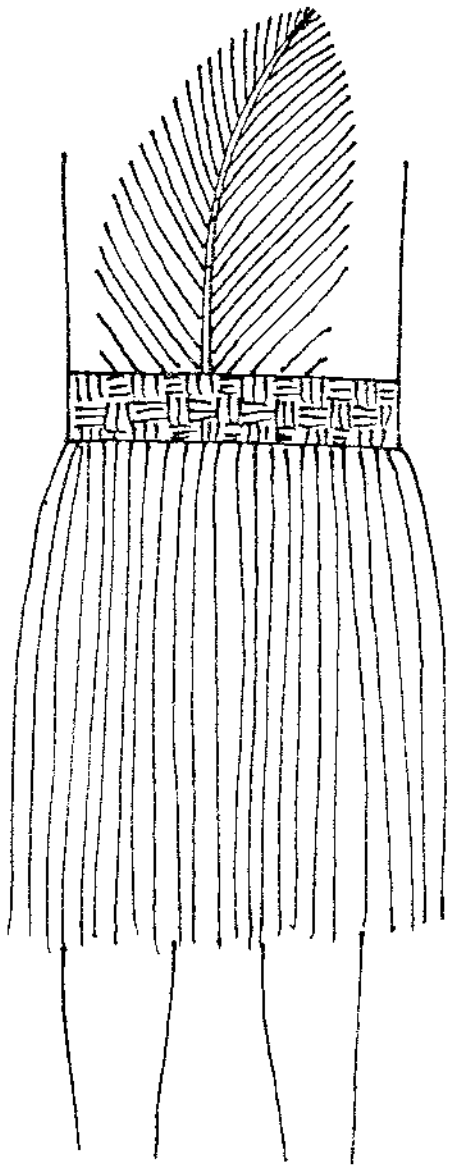
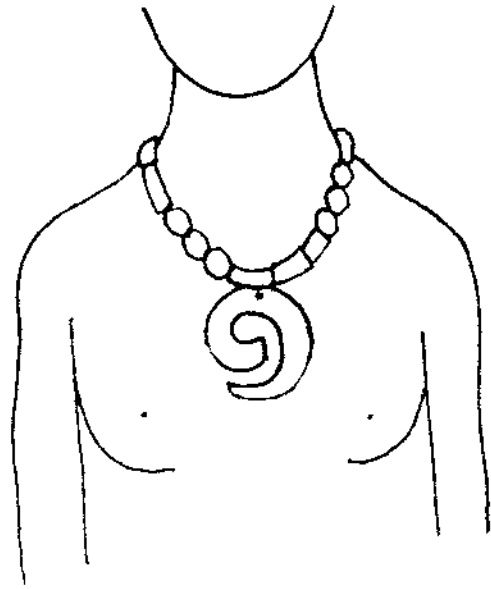
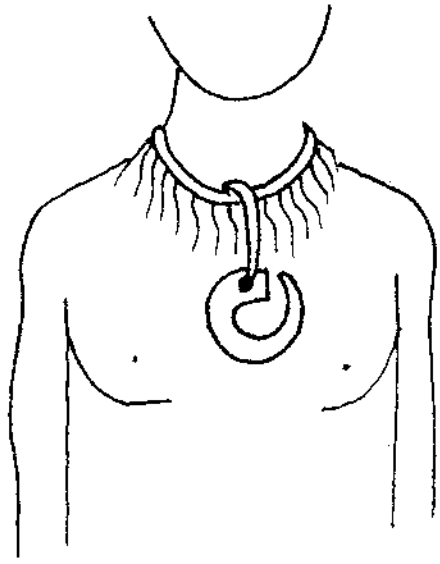
3 Refer to the custom objects you have got or to the ones in the pictures on pages 9, 10 and 11; for each object, ask the children where on their bodies they would wear them.

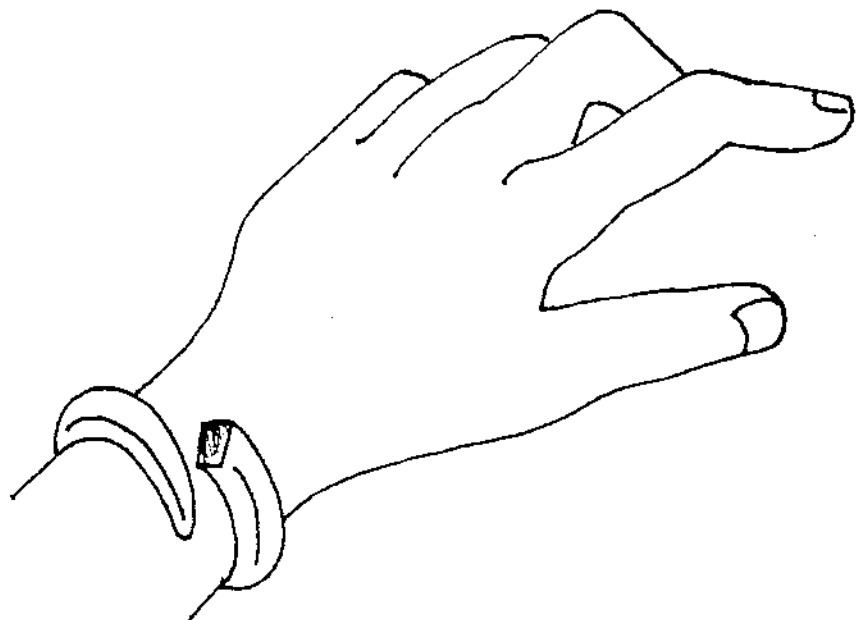
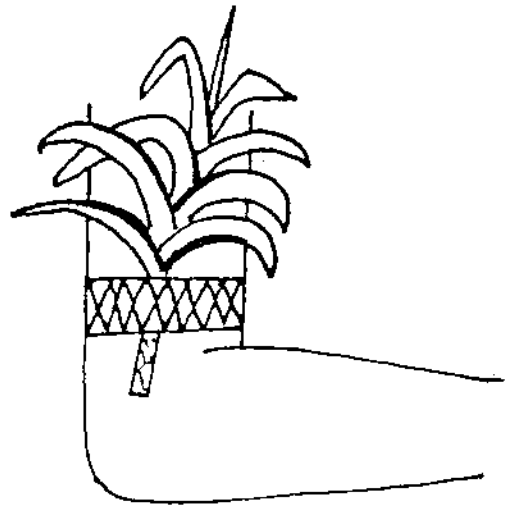
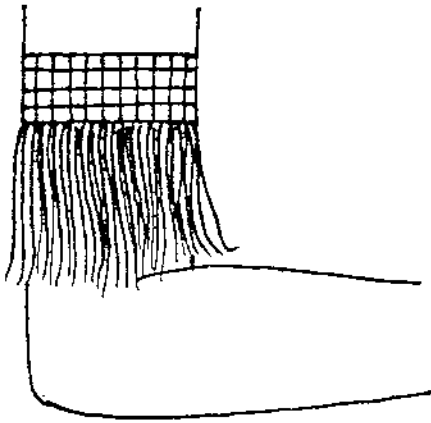
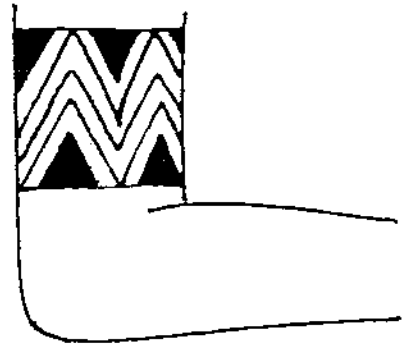
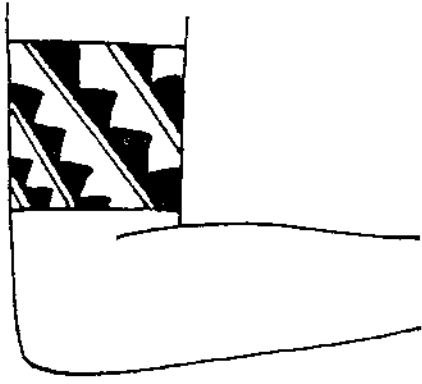
PARTS OF THE HUMAN BODY (1)

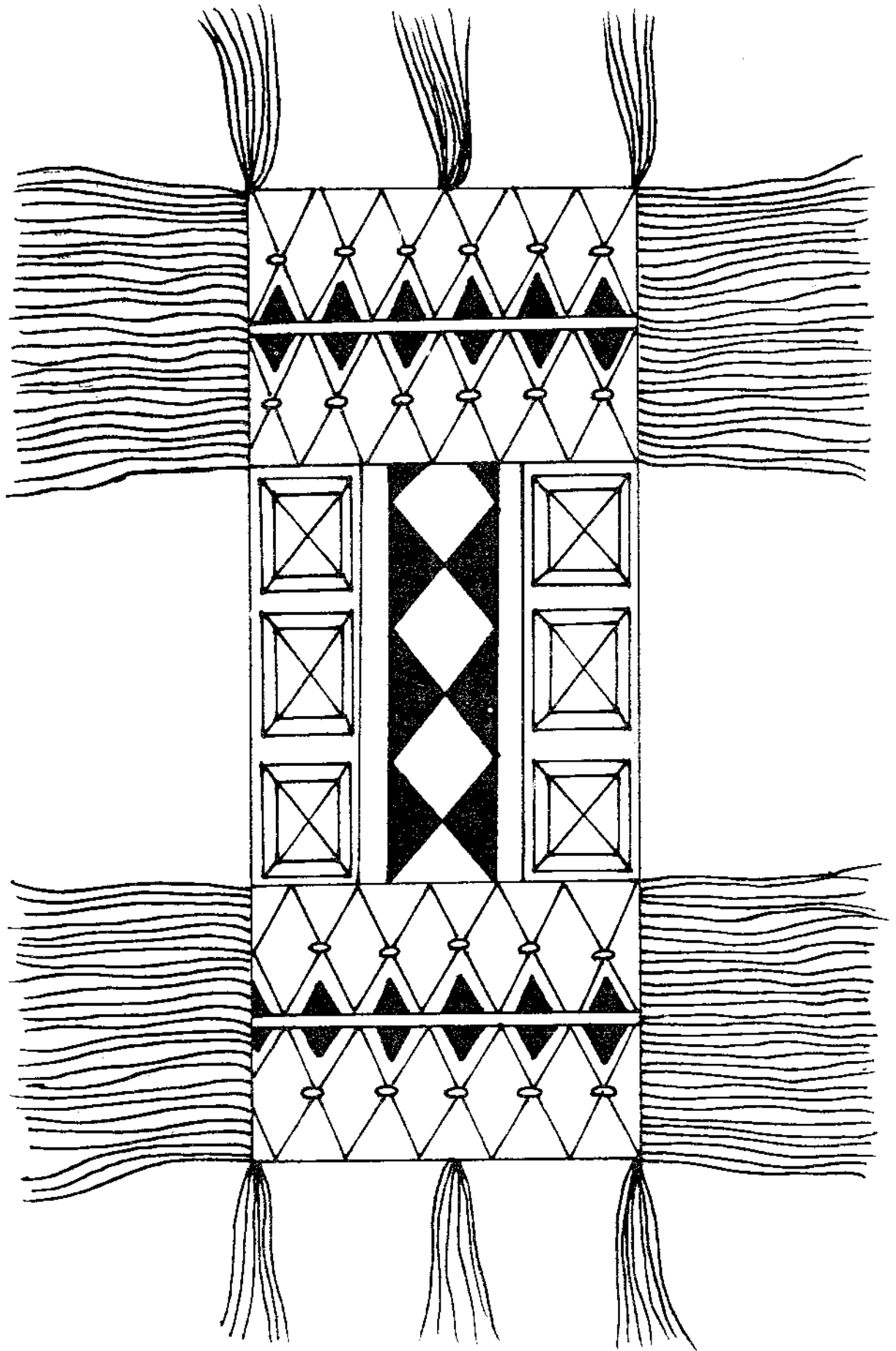


PARTS OF THE HUMAN BODY (2)









LESSONS 3 AND 4: CLOTHES – HOW THEY PROTECT US AND HOW TO LOOK AFTER THEM

Objectives

By the end of these two lessons, students should understand how clothes protect us, and should know how to keep them clean.

Time: 20 –30 minutes

Preparation

Bring to the classroom some clothes such as light nylon clothes, a cotton Tee-shirt and a heavy, warm woollen (or part woollen) item of clothing. For lesson 4, children need to bring one item of clothing to wash; they will also need one piece of soap each.

Method

1 Explain that clothes protect us from too much sun and heat or from the cold. Nylon clothes are easy to clean and to dry, but they stick on warm skin, and can cause itching and a rash. They are also highly flammable and can result in very severe skin burns. Cotton is absorbent and protective at the same time, and is preferable to nylon. When the weather is cold, warm clothes made of wool should be worn, especially at night, straight after sunset. Children should wear a Tee-shirt when the weather is windy, especially after playing.

To prevent colds and coughs, it is important to wear dry clothes, particularly after long hours of swimming or playing in the water. A sick child with high fever should never wear a lot of heavy, warm clothes, because they increase the body temperature and the fever, and make the child's sickness worse.

- 2 Explain why it is necessary to have clean, dry clothes.
- Clothes absorb all the dirt from outside and from our bodies.
 - When clothes are worn for a long time without being washed, the dirt and the microbes stick on our skin and can enter our bodies.
 - Wearing damp clothes can cause "white spot" and other skin diseases.
 - It is important to *clean* and to *dry* our clothes under the sun as often as possible, because the sun kills microbes.
 - Underclothes should be washed with soap *every day*, rinsed well and laid out to dry in the sun if possible.
 - Tee-shirts, shorts and dresses should be worn for no more than two days before being washed.

3 During lesson 4, demonstrate to the children how clothes should be washed, rinsed well and laid out in the sun to dry on shrubs (small trees) to avoid pigs, dogs and chickens walking on the clean, drying clothes.

Summary

- Clothes protect us from too much sun and from the cold; they protect us against dust, dirt and microbes**
- After swimming and playing in water, it is good to wear dry clothes straight away**
- A sick child with high fever should never wear thick, warm clothes**
- Clothes must be washed with soap, and dried under the sun**
- Underwear must be washed every day**

LESSONS 5 AND 6: THE IMPORTANCE OF HAVING A CLEAN BODY

Objectives

By the end of these lessons, the students should:

- 1 Understand the reasons why they should keep themselves clean
- 2 Know how to clean themselves efficiently
- 3 Be helped in their efforts to maintain personal cleanliness by their parents and by the teacher.

Time: 20 minutes (each time)

Teacher's notes

- 1 Understanding the reasons for personal cleanliness helps students to accept the constraints of this daily discipline.
- 2 Assess whether the students practise what they have been taught in the class; if you see a lack of personal hygiene, you should repeat this lesson as often as is required.

If you notice that some pupils are always dirty and neglected, it is recommended that you pay a visit to their home to enable you to identify the reasons for this. If the pupil's home is too far away, advise the touring MCH nurse about the family's problem.

Preparation for the lesson

You need to prepare two simple drawings.

The diagrams titled "How to be clean like a flower" and "How to be clean" are associated with this lesson. If you have the opportunity to make copies, then make copies of the two drawings for each child in the class. If you cannot make copies, then draw the diagrams on the blackboard. You could also reproduce the drawings on a large sheet of paper and paste it on the wall, facing the children, so as to remind them constantly of the advice contained in this lesson.

Preparation of "How to be clean like a flower"

- 1 On one half of the blackboard, draw a flower with five petals, a stalk, and two leaves at its base. Draw the leaves and petals large enough so that you can write in the correct answers (see the example).
- 2 On the other half of the blackboard, draw a day divided into three time periods: "sunrise", "midday", and "sunset", with an empty box below each period. Then, next to this, draw a box for "on Sunday" (represented by a church) with an empty box below (see the example). The day divided into three periods and the Sunday box represent "every day" and "once a week" respectively.
- 3 Cut flower petals out of paper which you can colour in different shades: for instance, red for the petal where you write "clean body"; green for the petal where you write "clean teeth"; white for the petal where you write "clean nails"; yellow for the petal where you write "clean hands"; blue for the petal

where you write "clean hair". Make several petals of the same colour – at least four – to put into each time period: "sunrise", "midday", "sunset" and "Sunday".

Method

1 Ask the children:

– "Why it is good to have a clean body?"

(Answers: Because we look good, because we feel good, because it keeps our bodies healthy)

Stress the last phrase and ask the children to repeat with you: "A clean body is a healthy body."

Ask the children:

– "How do we feel when we are healthy?"

(Answers: We feel good, we feel hungry, we feel like playing, we have friends, we laugh and play with them, we feel happy)

Ask the children:

– "How do we stay healthy?"

(Answer: We stay healthy by being clean)

2 Evaluate what your students know already about body hygiene with the aid of the drawing "How to be clean" (*see the instructions on the diagram*).

3 Check whether the children understand what to do to keep clean. Use the drawing of the flower on the blackboard. Tell the pupils that the flower represents a clean body. Ask them what should be clean in each one of us. Write each correct answer in one of the petals. The answers should be: "clean body", "clean hair", "clean teeth", "clean hands" and "clean nails". Point out that the flower has two leaves which indicate what is absolutely essential to be clean. Ask what these two things are (*answer: soap and water*).

Then check whether the children remember how many times they are supposed to wash the various parts of their bodies. Move on to the drawings representing "every day" and "once a week"; explain them to the pupils.

Place all the petals on a table and ask volunteers to set them out (with sellotape) correctly under the drawings. For example:

– The body is washed at least once a day, preferably at night (*sunset*).

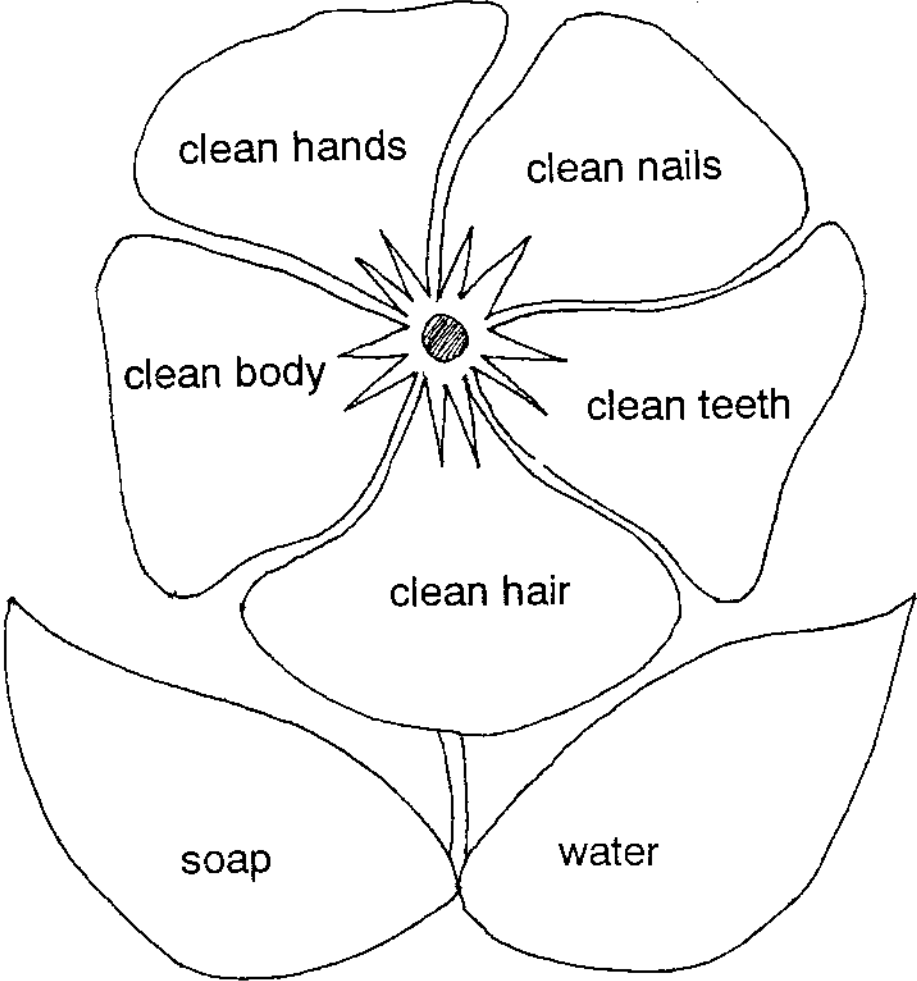
– Hair is washed at least once a week (*on Sundays*), but it is better to wash it every day (*sunset*).

– Teeth have to be brushed at least twice a day: once before going to school (*sunrise*) or once at school, after lunch (*midday*), and once at night before going to bed (*sunset*).

– Hands are washed several times a day, after going to the toilet and before meals; therefore at least four times a day, so all four petals are set out under "clean hands".

– Nails are cleaned once a day, for instance in the evening (*sunset*). Nails are cut at least once a week (*on Sunday*).

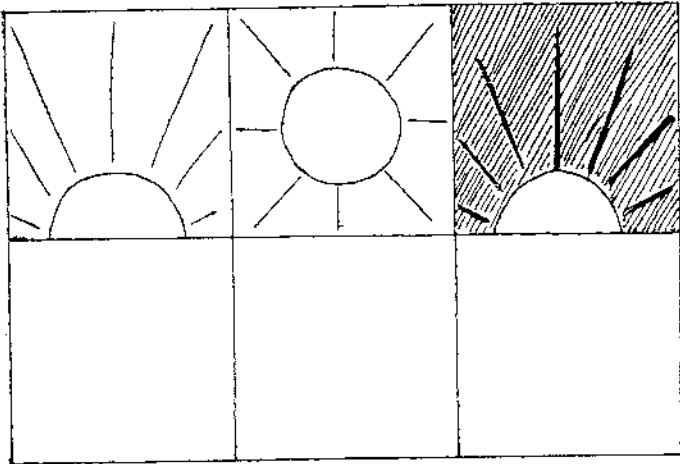
HOW TO BE CLEAN LIKE A FLOWER



sunrise

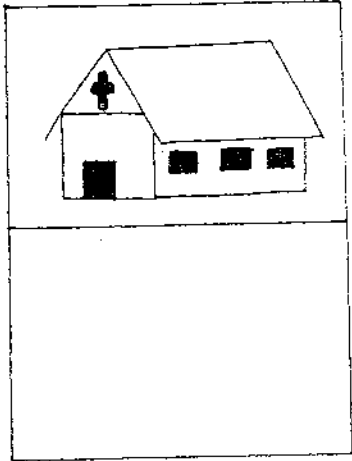
midday

sunset



every day

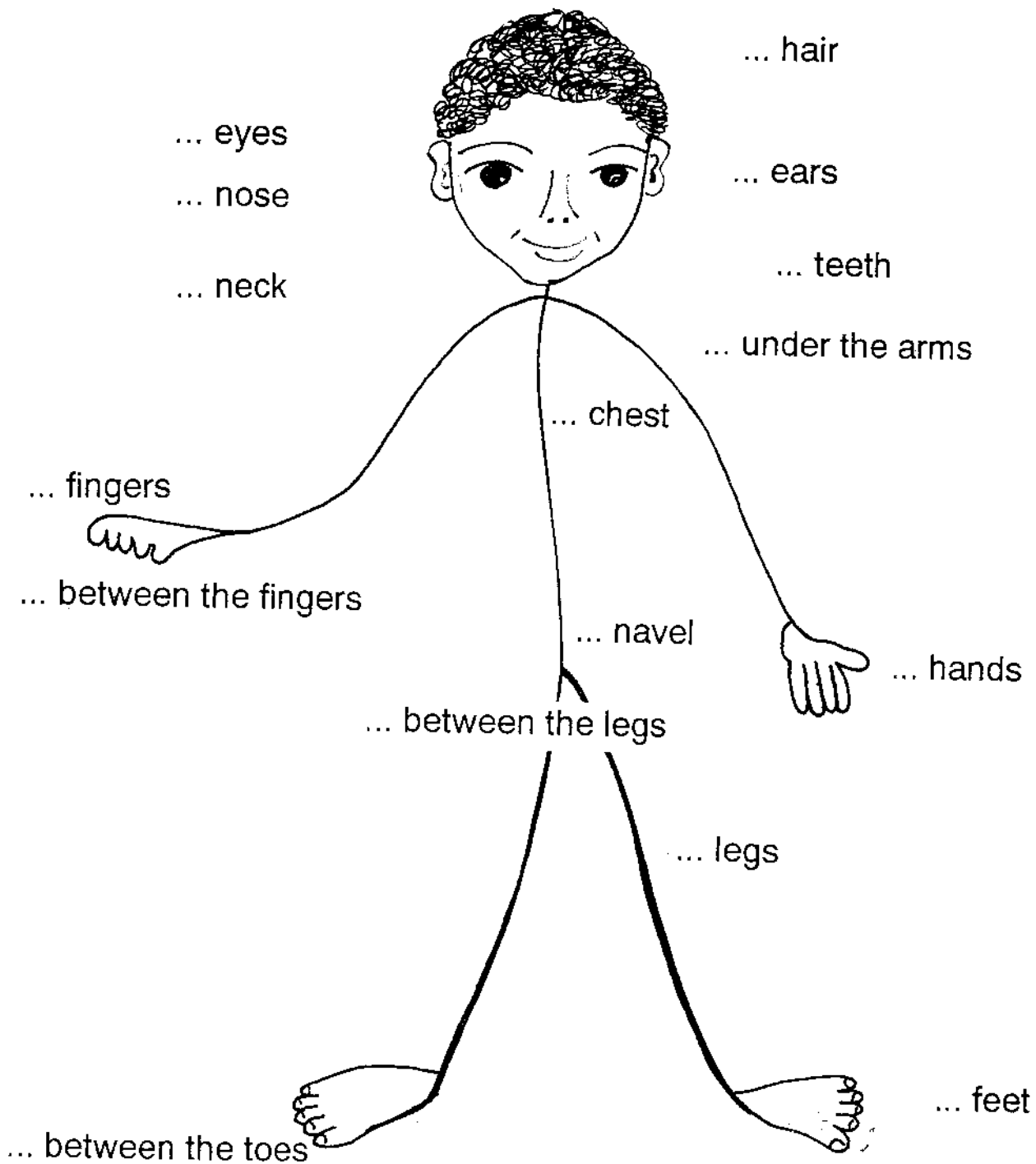
on Sunday



once a week

HOW TO BE CLEAN

Say in which order you wash the different parts of your body. To do so, write a figure 1 in front of the name of the part you wash first, a figure 2 in front of the part you wash second, and so on.



Teach the children the songs "I Feel So Good When I Am in My Bath" and "Smart and Clean" (*they are on the next page*). Ask around for other songs on this topic. Get the children to mime the cleaning gestures, such as washing hands, nails, face, teeth.

If necessary, do a classroom demonstration of some cleaning methods (hands, nails, teeth, hair).

4 Assess whether the pupils practise what they have been taught in the class, and check that they are clean:

- It is useful to check once a week, on Mondays for instance, that heads are clean and nails are kept short.
- Every morning check hands and overall appearance.
- Once a day, around 1.30pm, the children should brush their teeth under your supervision.
- With regard to assessing how clean face and teeth are, there is an excellent and simple method of doing this. Place a mirror by the door into the classroom, so that the children can look at it. Ask them, as they come in, to stop in front of the mirror, to look at themselves and to smile at themselves.

5 Seek parents' co-operation . If possible, give each pupil a copy of the drawing "How to be as clean as a flower". Let them shade the flower in different colours . Write the pupils' names on the drawings. Ask them to take the drawings home to show their parents and explain it to them. If you cannot make a copy for each child, you could do this activity as an exercise during a writing lesson.

At the next parents' meeting, show these drawings and explain the lesson. Hold a discussion to see whether any parents have trouble ensuring their children are clean every day. If there are any, see about solving the problem together.

Summary

- **To be healthy is to be happy**
- **To be healthy is to have a clean body**
- **Soap and water make a clean body**

SONGS ABOUT PERSONAL HYGIENE

1 I Feel So Good When I Am in My Bath (same tune as for Henri Salvador's song "Ah c'qu'on est bien")

I feel so good when I am in my bath
I make lots of bubbles, I am a submarine.
I feel so good when I am in my bath,
I sing for my neighbours, I feel well.

I feel so good when I am in my bath,
I wash my whole body, from my hands to my feet.
I don't forget to clean my ears, my nose,
I brush my teeth as well, I smell nice.

I feel so good when my body is clean,
So then I sing a song, and I dance with my friends.
I feel so good for working, for playing
Once I have blown my nose, combed my hair.

I feel so good when I am always clean,
I haven't any lice, no sores on my body.
I feel so good when I have no scabies
I am healthy, happy, I feel well.

2 Smart and Clean (song written in French by Year 3 schoolchildren from Yate, New Caledonia; tune as for "Brother John/Frère Jacques")

Wash your body
Brush your teeth
Comb your hair
Keep it neat
Kill the germs and kill the lice
Healthy children smart and nice
Clean and bright
Smart and clean
Clean and bright
Smart and clean

KEEP YOUR BODY CLEAN

soap + water = healthy body



LESSON 7: THE PREVENTION OF SKIN INFECTIONS – CLEANING SMALL WOUNDS AND CUTS

Objectives of the lesson

By the end of the lesson, students should know what to do about breaks in the skin (cuts, bruises, scratches).

Time: 20–30 minutes

Materials needed

The teacher and the children should bring some soap and pieces of cloth to the lesson. The teacher should ask the person responsible for the First Aid box to give her or him some bandages and some gentian violet or mercurochrome

Teacher's notes

It is very important for students to learn how to care for breaks in the skin and keep them from becoming infected. An infected sore is a sore with pus. The pus comes from the multiplication of germs. Doing this activity more than once helps to reinforce the lesson.

The students should know how to *prevent infections*. They should also know how to clean and *treat small infections*. All infections that do not clear up should be referred to the Health Service. You, as a teacher, can show students how to prevent infections and you can treat any minor infections the students have now.

Through the school year you can check that the students are correctly caring for cuts in their skin.

This lesson does not explain First Aid procedures for severe or deep cuts.

Method

1 Tell students:

– "When we have a clean body and a clean skin, we don't have any sores. Breaks in the skin like small cuts or scratches don't become sores when they are cleaned and covered. We shall see now what to do when we have a break in the skin."

2 Show and explain the drawings on the following pages.

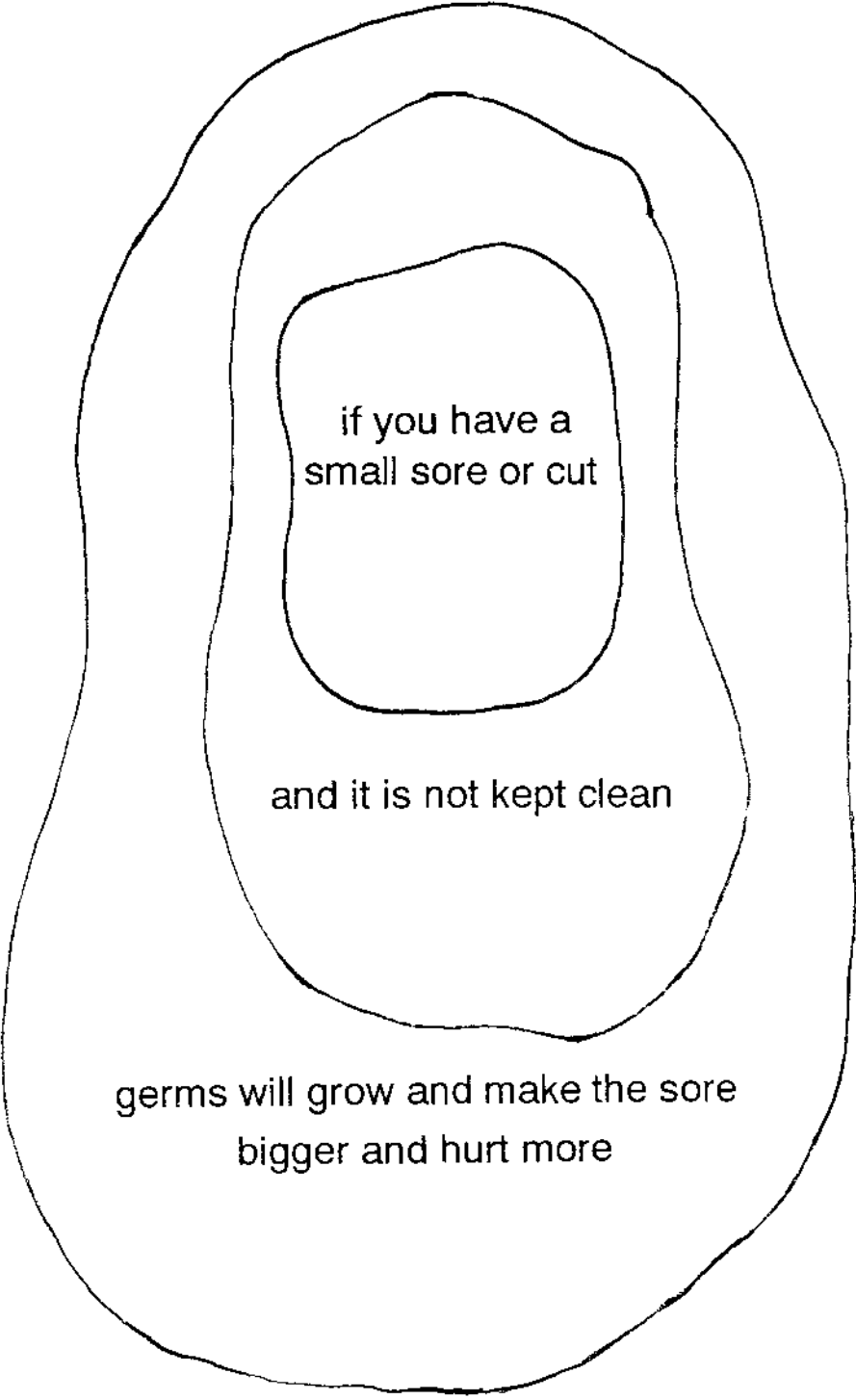
3 If you have the materials:

- Choose a student with a cut or a scratch and demonstrate how to treat it.
- Divide the class into groups and let each group practise treating a break in the skin.
- Students who have cuts, scratches or sores should treat them.
- Students who do not have any breaks in the skin can practise.

4 If you have no materials:

– Show the picture of Pakoa on page 29 and ask the children to comment on it and to answer the questions.

AN INFECTED CUT

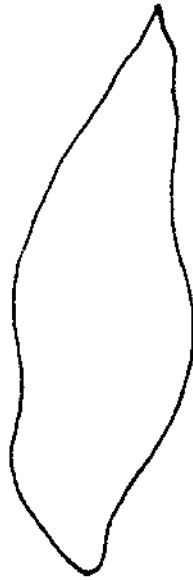


if you have a
small sore or cut

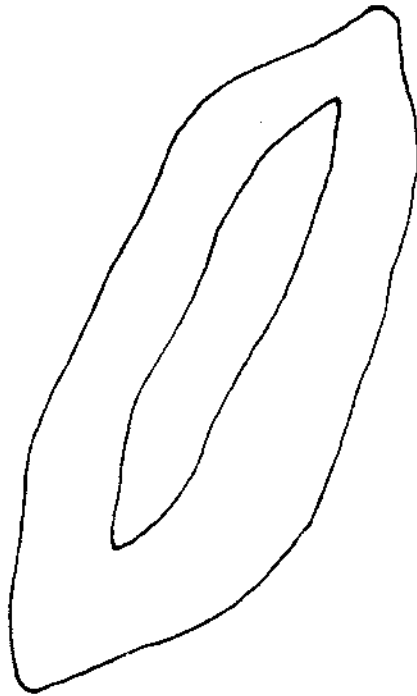
and it is not kept clean

germs will grow and make the sore
bigger and hurt more

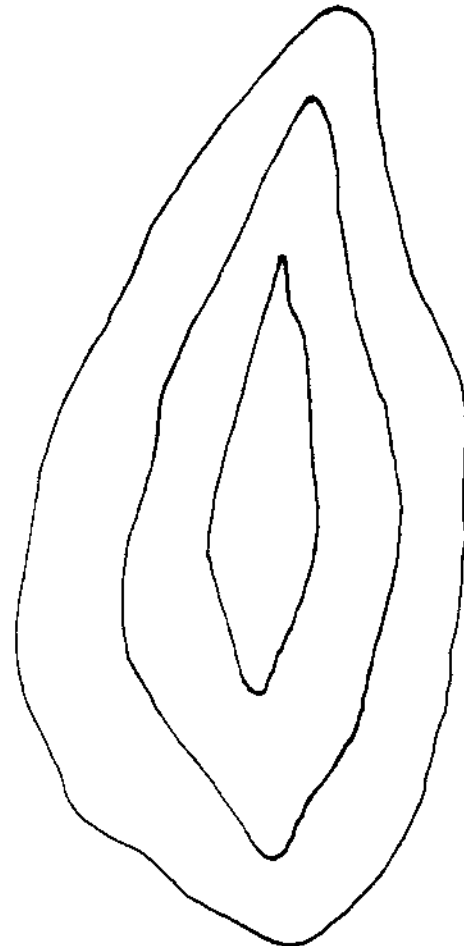
DIRTY CUTS DO NOT HEAL



this is a cut or scratch



the cut is not cleaned,
microbes grow in it,
and it becomes a sore



the cut is still not treated,
microbes still grow and the sore
becomes larger and hurts

Summary

- A small cut if not kept clean becomes a sore that hurts
- A small cut when cleaned and covered does not become a sore that hurts
- To prevent = to stop disease, to take action before a cut causes disease or infection
- Prevention is better than cure

HOW TO CLEAN A BREAK IN THE SKIN

Show the pictures on the following pages.

Step 1

Wash the cut with clean water and soap. If you do not have any soap, use clean water.

Always carry out step 1.

Step 2

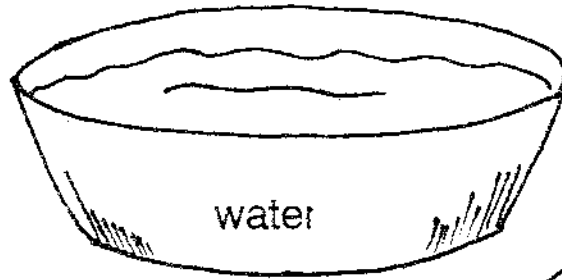
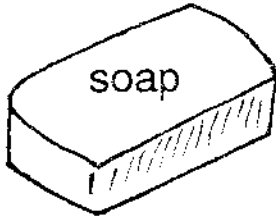
Put on some medicine to kill the bad germs that stay inside the break. The liquid medicines that are used can be coloured violet (name: *gentian violet*) or red (name: *merchurochrome*). These medicines don't hurt; they are generally called "antiseptics". Antiseptics help to clean, to soothe a break. A medicine is called an antiseptic when it kills microbes and prevents them from growing. An antiseptic medicine stops infections.

Step 3

Cover the break with a clean cloth or bandage. Carry out step 3 to prevent germs, dirt and flies from entering the wound.

Carry out step 3 even if you do not use any medicine

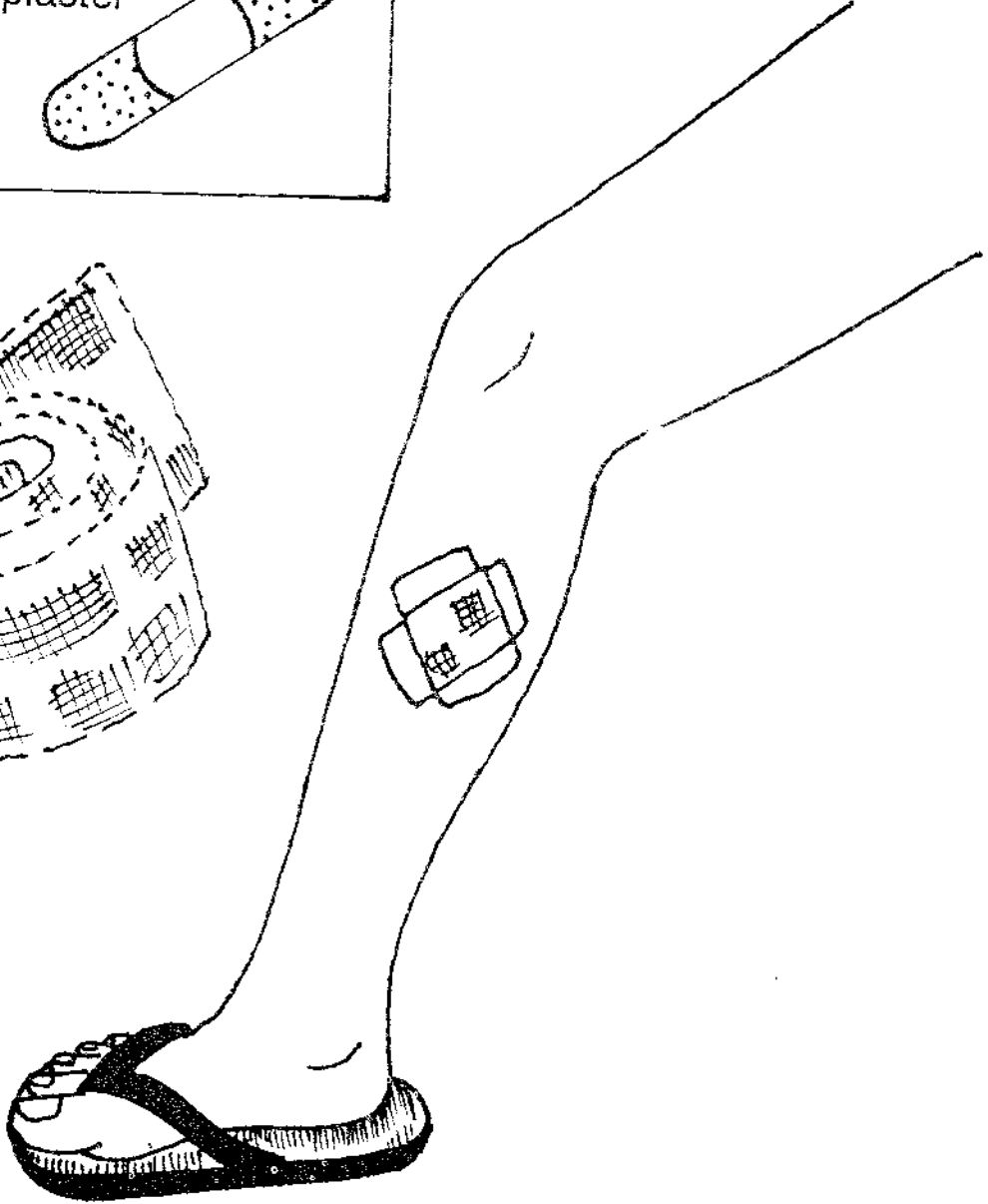
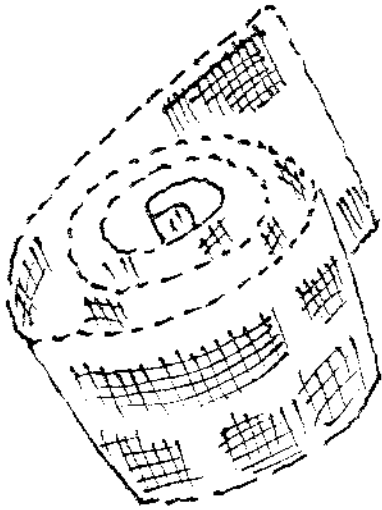
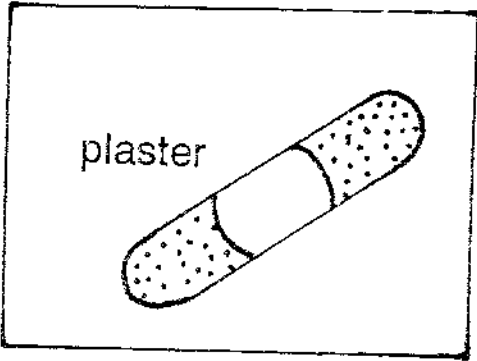
**STEP 1: WASH CUTS WITH SOAP AND
CLEAN WATER**



STEP 2: USE ANTISEPTIC TO KILL GERMS



STEP 3: COVER THE WOUND



PAKOA CUTS HIS LEG

Pakoa is in the third year at school. He is not very happy. He has cut his leg on a stick and now has a big sore. It won't get better. Flies land on the sore on his leg and Pakoa does not like this. His leg hurts when he walks. His leg hurts when he plays games. He doesn't play games and he is not happy any more. He does not clean his teeth. He does not wash his body. His hair is dirty. His clothes are dirty. (See the picture on page 29)

Note to the teacher

Read the following sentences to the class. The students should tell you if the statements are *true* or *not true*.

- Pakoa is too old for school (*not true*)
- Pakoa has cut his leg (*true*)
- Pakoa's cut has healed and gone (*not true*)
- Pakoa plays games now (*not true*)
- Pakoa has dirty hair (*true*)
- Pakoa has clean clothes (*not true*)
- Pakoa has clean teeth (*not true*)
- Pakoa should keep himself clean (*true*)

Let the children answer the following questions:

- What should Pakoa have done when he cut his leg?
- Is it good to let flies get into cuts and sores?
- Do you like people who are dirty?
- What should you do each day to be a clean person?



LESSON 8: LEARNING ABOUT SCABIES

Objectives of the lesson

By the end of the lesson, students should have understood the cause of the disease, how it works on the body, and how it travels.

Time: 20 minutes

Teacher's notes

Scabies mites are tiny creatures: we cannot see them with our eyes, so we need the help of a microscope. They like to live under and on our skin.

*Scabies parasites** or mites live in places where the skin is soft or folded. The mites dig under the skin and lay eggs. They make the skin itch. Scratching the skin then causes a sore. Scabies mites may crawl from one person to another if they sleep on the same mat. Mites also crawl onto the body from another person's clothes.

Scabies like to live in dirty clothes and on dirty people. Keeping the body clean and keeping clothes clean disturbs the mites. Sleeping mats, pillows and blankets should be clean and placed in the sun often, at least once a week.

* The word "parasite" means a living creature that feeds from another living creature, called a host. Scabies mites are parasites that feed from people. People are their hosts.

Method

1 Write the word "SCABIES" on the blackboard. Write the local word meaning the same thing (in *bislama*: *sikras*). Ask children to say the word "scabies" several times. Explain that

- Scabies is a skin disease caused by a tiny creature called a mite. It is so small that we cannot see it with our eyes.
- The mite lives on the soft parts of the skin, such as the inside of the knee and elbow, the waist and the arms, between the fingers and buttocks.
- The mite makes the skin itch and causes sores on it.

2 Show the enlarged picture of the mite. Tell the students that a mite of this size does not exist. It is only a picture of a mite that has been very much enlarged.

- Draw the mite on the blackboard. Write the word "MITE" below it.
- Explain that scabies mites crawl onto our skin while we are sleeping. They come from other people.

3 Show the two pictures "Where to look for scabies" and ask the students where scabies mites live (this is an opportunity to revise the vocabulary of the human body).

(Answer: They live on the soft parts of our skin, such as the inside of the knees, elbows, waist, arms, etc.)

- "What do the scabies mites do to us?"
(Answer: They bite us)

- "How do they make us feel?"

(Answer: We feel itchy, and we get sores on our skin)

- "How do scabies mites get onto our skin?"

(Answer: They crawl from other people onto us when we are sleeping)

Summary

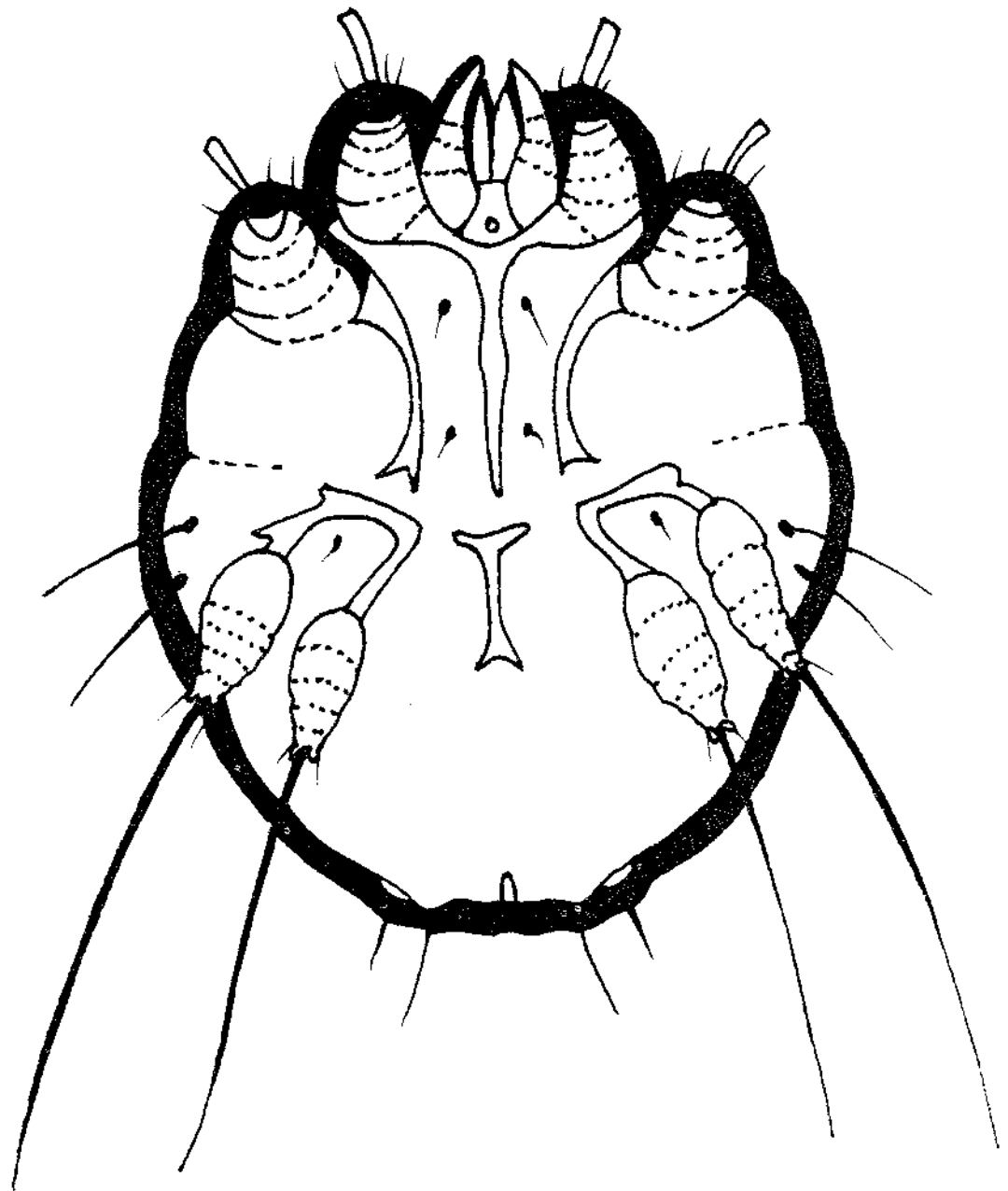
- **Scabies is a skin disease caused by a tiny creature called a mite**

- **The mite makes the skin itch and have sores on it**

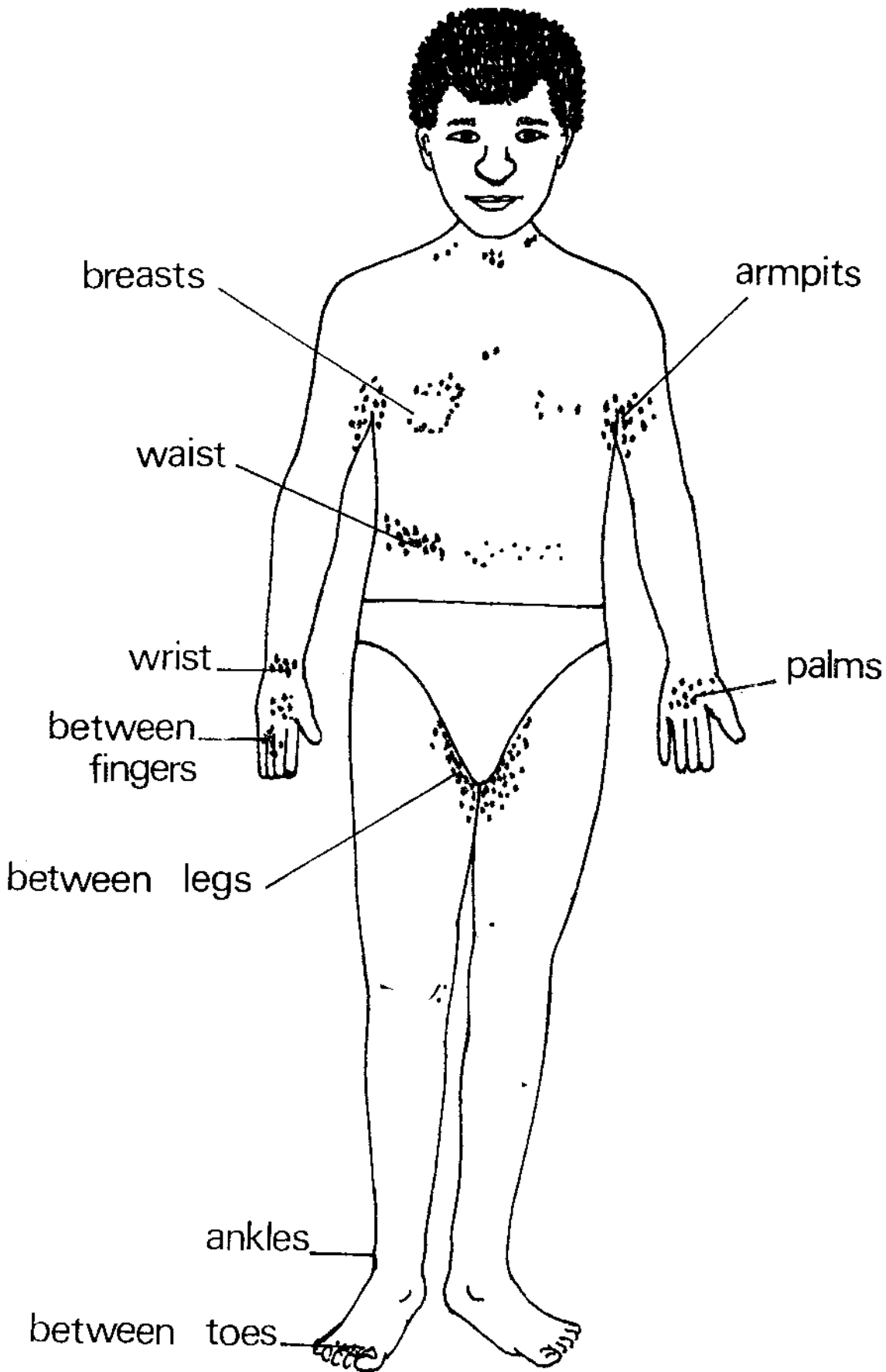
- **Scabies mites crawl onto our skin when we are sleeping**

- **They come from other people**

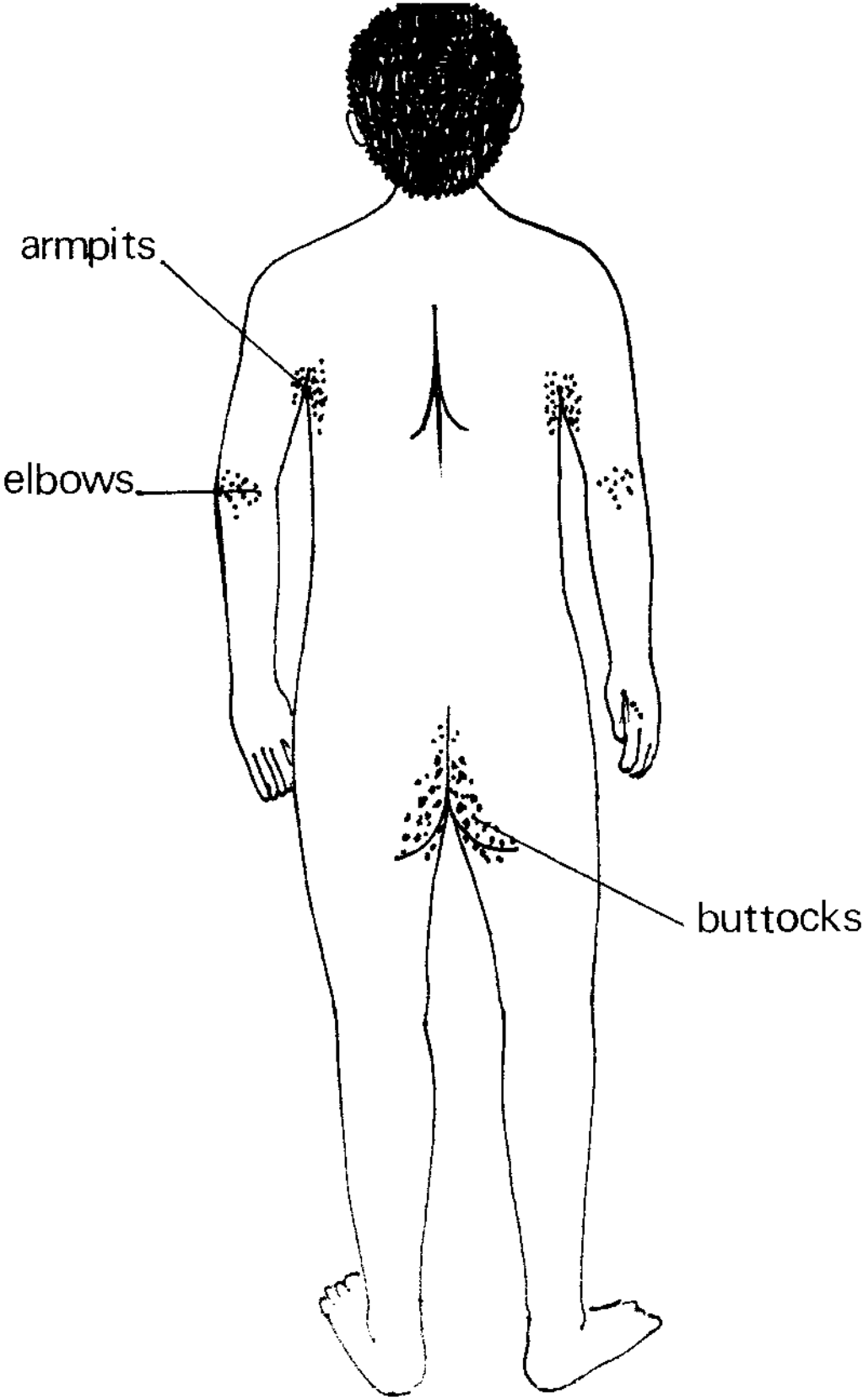
**PARASITE (MITE) RESPONSIBLE FOR
SCABIES (ENLARGED PICTURE)**



WHERE TO LOOK FOR SCABIES (1)



WHERE TO LOOK FOR SCABIES (2)



LESSON 9: THE CURE AND PREVENTION OF SCABIES

Objectives of the lesson

By the end of the lesson, students should know that the nurse can cure people with special medicine called scabies lotion*. Students should remember that a clean body with clean clothes and clean bedding prevents scabies.

* A lotion is a liquid preparation used externally (not to be drunk) for healing wounds, skin problems, on hair, etc..

Time: 20 minutes

Teacher's note

If many of your students have scabies you should contact the Health Service and have someone assist in treating the children. Treating scabies requires parents, the Health Service and the school working together.

Preparation for the lesson

If your school is near a Health Centre or a hospital, see the MCH nurse to arrange with her (or him) for the students to see scabies mites under a microscope. This activity will convince students that the mites exist even when they cannot see them, and that something (treatment and prevention) has to be done about scabies.

Method

- 1 Briefly revise lesson 8 – emphasise the fact that when we have scabies it comes from other people.
- 2 If possible, let children see a mite under a microscope.
- 3 Explain how the disease is passed from one person to another. Scabies live best in dirty clothes and on dirty people because they are not disturbed by frequent washing with soap and water. Scabies mites live in bedding (sleeping mats, pillows and blankets) so they can crawl on people's skin while they are sleeping.
- 4 Explain how we can get rid of scabies. Because scabies mites live in dirt, we get rid of scabies by keeping clean; that is, by
 - washing our bodies with soap and water every day
 - washing our clothes and putting them in the sun to dry
 - not wearing other people's clothes.

Because scabies mites live in dirty bedding we get rid of scabies by

- putting our sleeping mats, pillows and blankets in the sunshine at least once a week
- washing bed sheets, blankets and pillow-cases once a week.

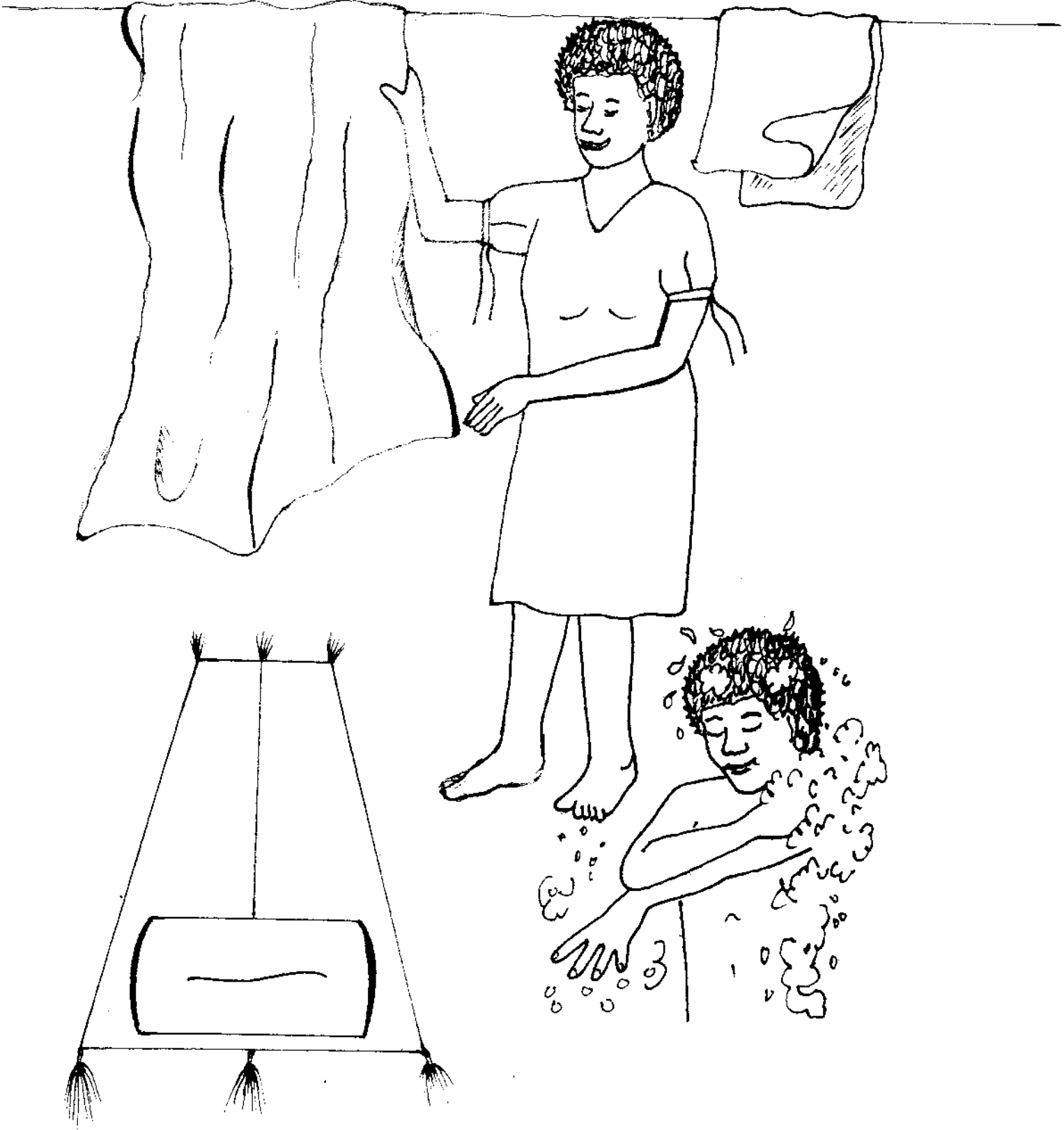
When we have scabies we can get rid of it by using scabies medicine from the dispensary or hospital.

- 5 Let students *say* and *write* the following summary of the lesson. This activity can take place during the next written English lesson or handwriting lesson.

Summary

- To stop scabies use scabies medicine from the hospital or dispensary**
- To prevent scabies wash your body every day with soap and water. Wear clean clothes and sleep in a clean place**
- Prevention is better than cure**

PREVENTION OF SCABIES



LESSON 10: THE IMPORTANCE OF SEEING AND HEARING

Objective of the lesson

By the end of the lesson, students should appreciate the value to them of being able to see and hear.

Time: 30 minutes

Teacher's note

This lesson and its activities are a revision of the Health Year 2 programme. The ideas are very simple, so the lesson should be quick and easy to do.

Method

1 Let children experience what they feel when they are unable to see and to hear.

To be unable to see: understanding how it feels

One child can tie a cloth round the eyes of another. The second child can try to move around without being able to use his eyes. The first child can help him. After the experience ask the blindfolded child to tell the class how he felt when he was unable to see.

To be unable to hear: understanding how it feels

Ask for two volunteers for this activity. Ask one child to stand outside the classroom so she cannot hear what you are about to say. When she is out, explain to the class that you and the second child will talk without making a sound and will mime a danger warning. For example:

As soon as the first child comes back into the classroom, you (the teacher) ask her to come to you. When the first child starts to walk towards you, the second child should mime a warning of danger, such as "Look out, a car is coming!"

After the game ask the first child to tell the class what she felt like when she was unable to hear anything that was being said to her.

2 Tell the children:

– "Our eyes and our ears protect us from accidents. Pretend you can't see: what kind of accidents might happen to you?"

(Answers: I could fall down, I could cut my feet, I could be hit by a car, etc.)

– "Pretend you can't hear: what kind of accidents might happen to you?"

(Answers: I wouldn't be able to hear warnings like "stop!" or "look out!" and I might fall or be hit by a car. If I couldn't hear the sound of a branch cracking, it could fall and hit me on the head, etc.)

Conclude: the senses of sight and hearing protect us from dangers.

3 Tell the children:

– "Our eyes and our ears are precious for another good reason: they make our life enjoyable." Then ask:

– "What sounds do you like to hear best?"

(Students might give answers like the sounds of music, the sea, or friends' laughter, etc.)

- "What do you enjoy looking at most?"
(*The sea, birds, fish in the river, video films, etc.*)

Conclude: the senses of sight and hearing give us many pleasures in life.

4 Tell the children:

- "Sight and hearing are very useful to us."

Explain that a person who is born deaf cannot speak because she cannot hear the sounds of other people speaking and she cannot learn how to make the sounds herself. She therefore remains dumb.

A blind person cannot learn how to read with his eyes. He has to go to a special school to learn how to read with his fingers (the Braille method).

To learn how to dance and how to play games you need to be able to see and to hear.

Conclude: the senses of sight and hearing help us to learn; they are very useful in our lives.

5 End the lesson by asking students to fill in the blanks correctly:

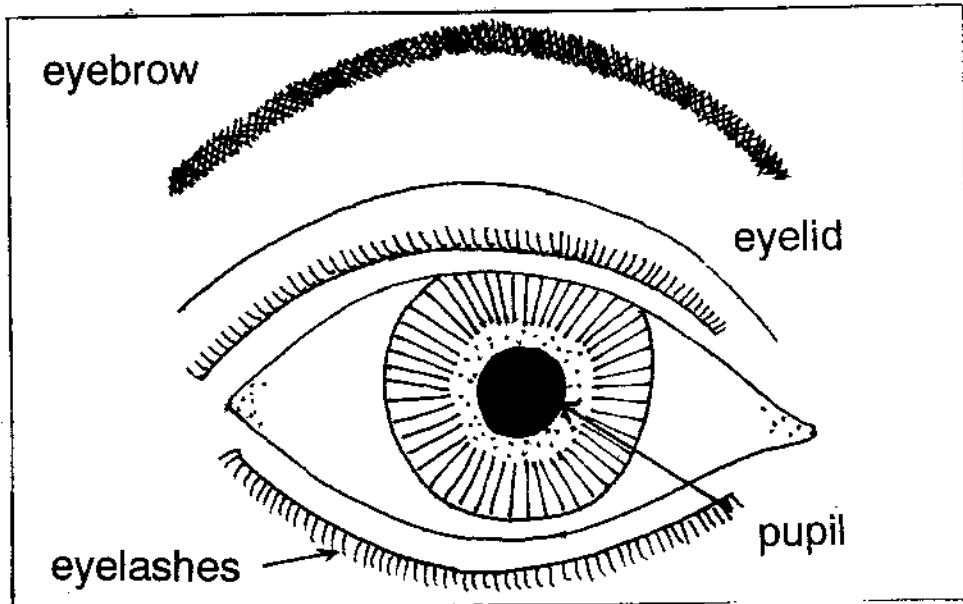
- I learn how to read with my _____
- I learn how to talk English with my _____
- I learn how to dance with my _____ and _____
- I like to _____ the stars in the sky
- I like to _____ the music on the radio

Summary

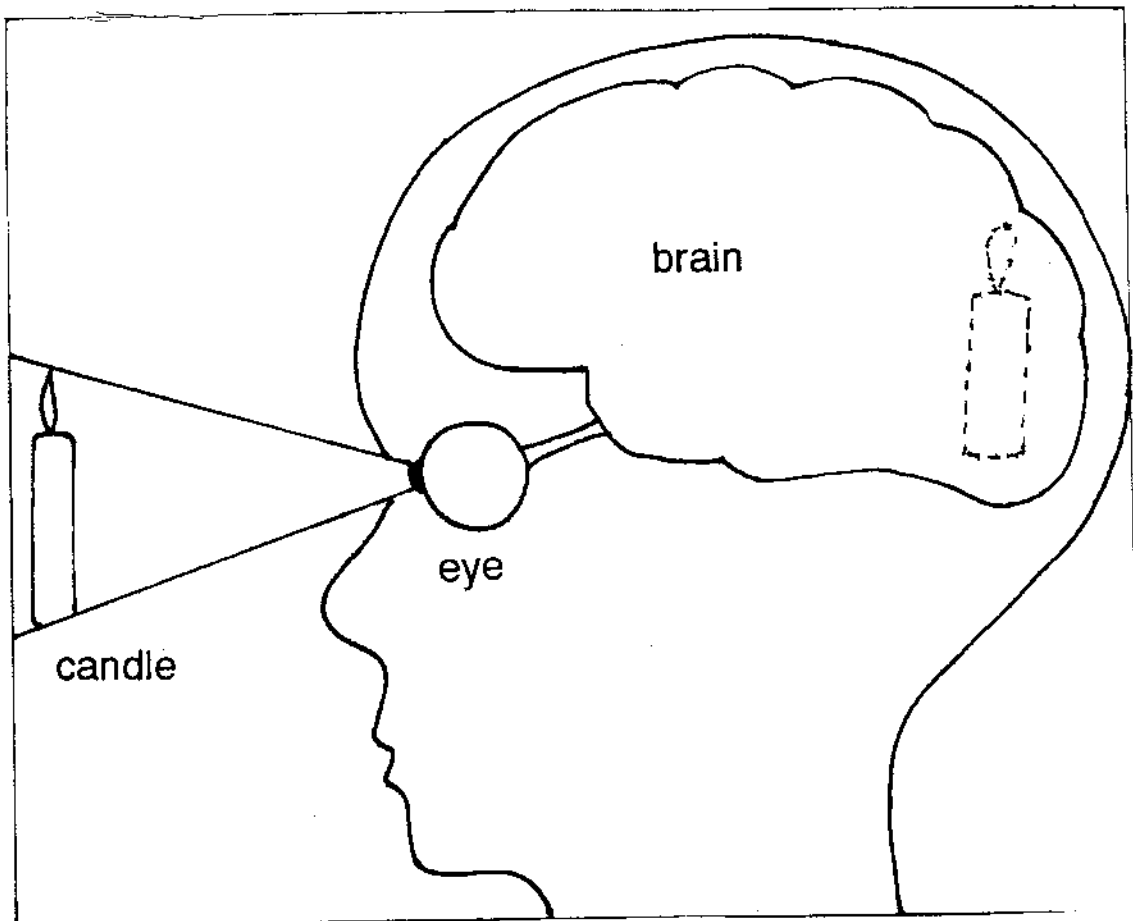
The senses of sight and hearing are very important:

- they protect us from danger
- they are useful to us
- they give us many pleasures in life

THE EYE

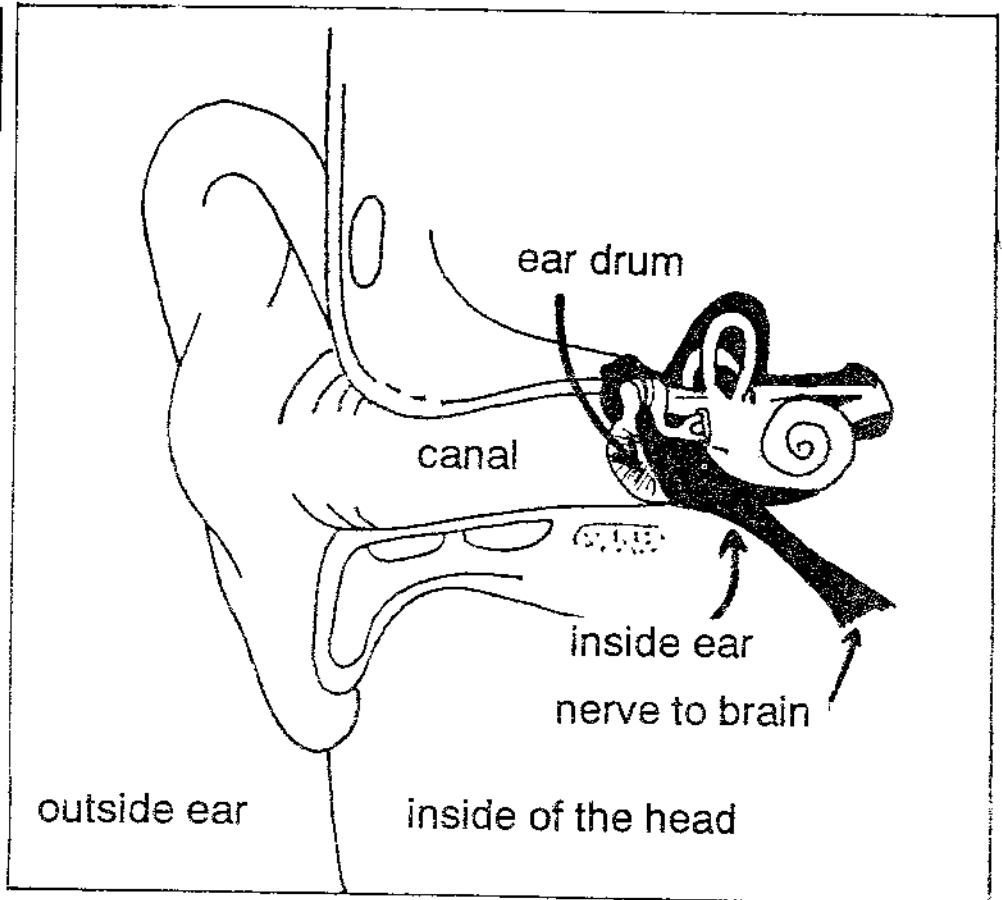


SIGHT

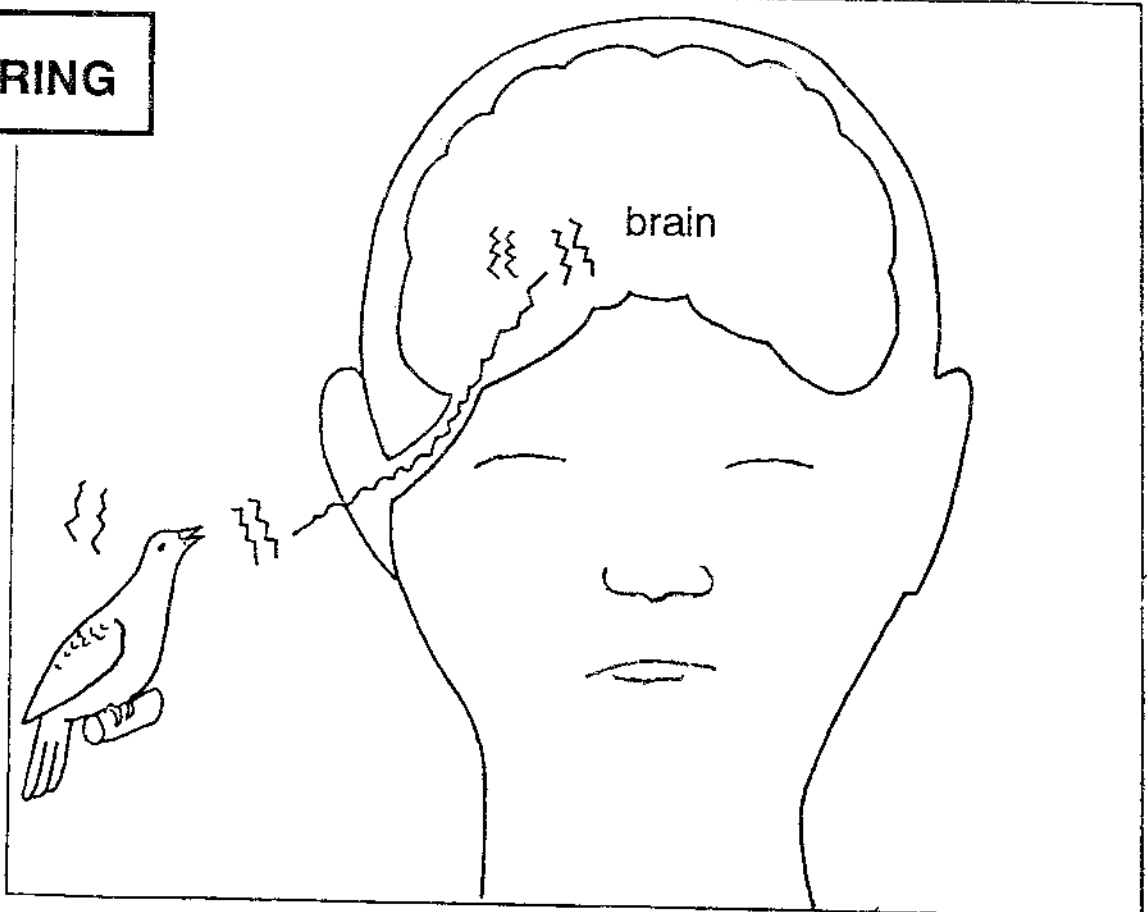


The brain remembers what you see with your eyes. This explains why you recognise the objects and people you see again, and why you remember their names.

THE EAR



HEARING



The brain remembers what you hear with your ears. This explains why you recognise the sounds you have already heard and why, for example, you remember a song.

LESSON 11: HOW TO CARE FOR OUR EYES

Objectives of the lesson

By the end of this lesson students should know how to avoid some injuries and should know what to do (elementary First Aid) in case of common injuries.

Time: 20 minutes

Teacher's notes

Because you require children to make constant use of their eyes, and because you live many hours a day with them, you are the person who can detect their visual problems at an early stage.

To care for your students' eyes means being able to recognise some particular signs. Here are some signs which may indicate visual problems:

- Difficulty in seeing at a distance
- Failure to recognise words written on the blackboard
- Frequent styes (small boils); swollen eyelids
- Discharging or inflamed (red) eyes (conjunctivitis)
- Frequent rubbing of eyes
- Squinting (crossed eyes)
- When reading, tilting the head to one side, frowning, holding the book too close or too far away
- Stumbling or falling over objects
- Inattention or irritability
- Failure to make normal progress (in a normal child)

The following are children's complaints which indicate visual problems:

- Frequent headaches
- Sensitivity (unpleasant feeling, pain) to light
- Headaches, nausea and vomiting after close work
- Double vision

Arrange for any child showing any of these signs to visit the dispensary with his or her parents.

Method

- 1 Remind students of the value of sight (*refer to the summary of lesson 10*).
- 2 Tell students that the best way to care for their eyes is to protect them. Ask students to tell you the ways they know – make a list on the blackboard. Discuss the pictures titled "Don't do that".
- 3 Tell students that a good way to care for their eyes is to know what to do in case of small injuries.

Hold up the pictures "Care of the eyes". Ask one question at a time. Do not go on to the next question until the correct answer is clearly understood by each student.

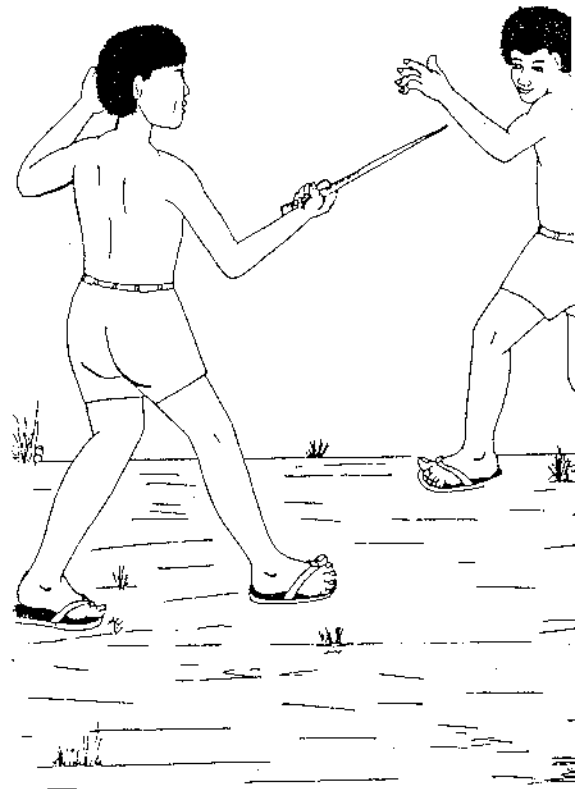
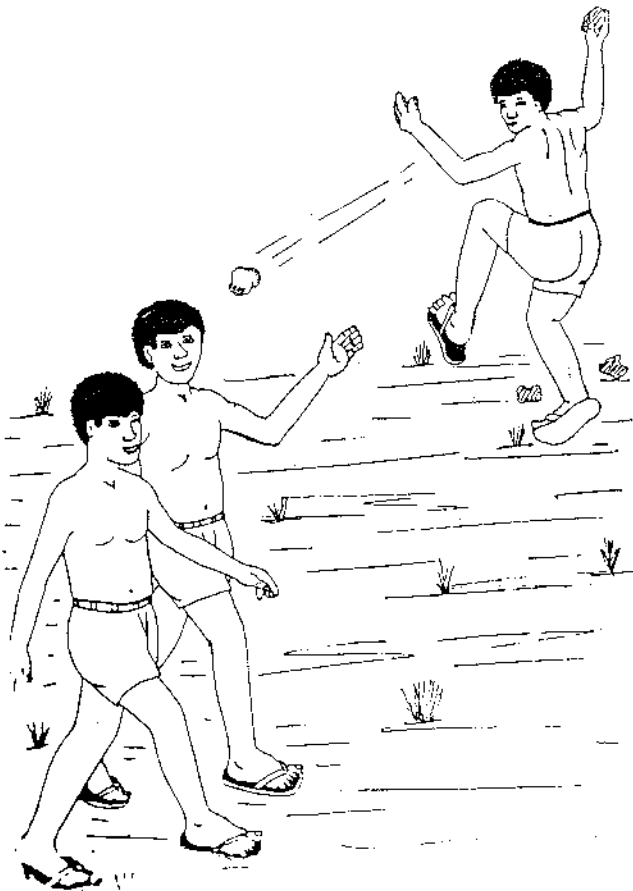
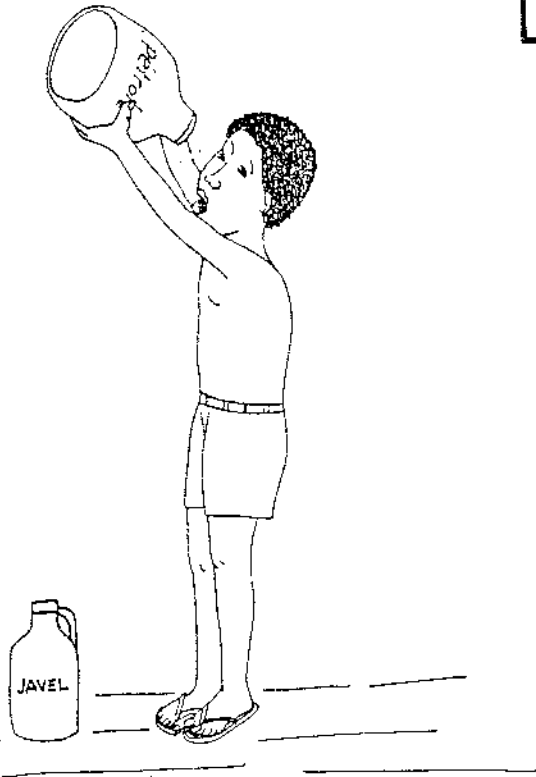
The questions are as follows :

- (a) What should you do to get a small piece of dirt or hair out of your eye?
(Answer: Blink your eye and try to wash it out with tears)
- (b) Should you use anything else to get the dirt or hair out of your eye?
(Answer: No)
- (c) Why shouldn't you use sticks or a knife to get a hair or dirt out of your eye?
(Answer: You may scratch or cut your eye and become blind)
- (d) What should you do when you get lime, kerosene or petrol in your eye?
(Answer: Put your face down into a basin of clean water and open your eyes under water. Move your head gently in the water so that the water will wash the lime, petrol or kerosene out of your eyes)
- (e) What you should do when your eye is cut with a stick, stone or piece of glass?
(Answer: Cover your eye and go immediately to the dispensary or hospital)
- (f) How do sore eyes spread from one person to another?
(Answer: Sore eyes spread from one person to another through dirty hands and flies)
- (g) How can you stop sore eyes going from one person to another?
(Answer: Don't rub sore eyes; wash your hands often; cover the sore eye; go to the dispensary for medicine; keep flies away from face and eyes)
- (h) When you have trouble reading your books or the writing on the black-board, what should you do?
(Answer: Tell your teacher so that you can go to the doctor for an eye test. The test is painless)

Summary

- Caring for our eyes means protecting them from injuries and sores
- Caring for our eyes in case of injuries means being gentle with them and seeking immediate medical help
- Prevention is better than cure

DON'T DO THAT!

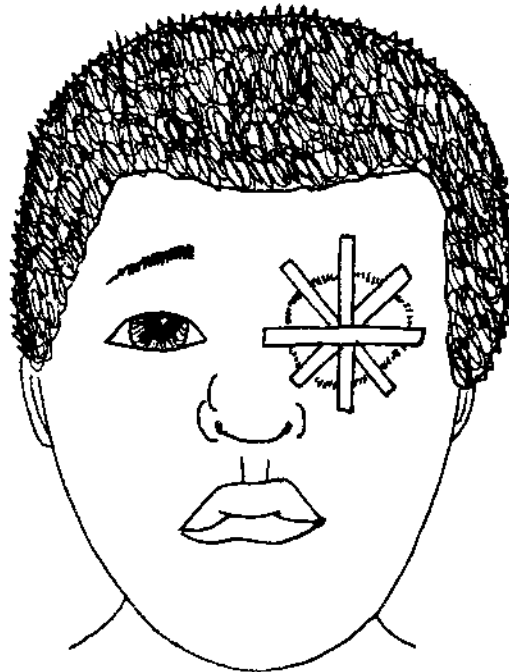


CARE OF THE EYES (1)

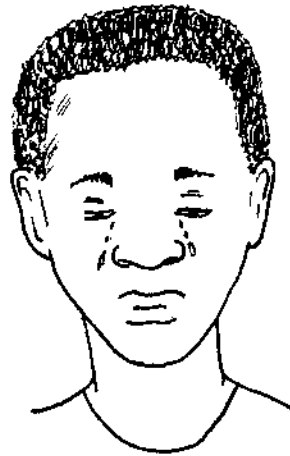
if you have an infected eye



go to the dispensary as soon as possible



CARE OF THE EYES (2)



something in the eye – dirt, hair, etc.

blink your eye, try to wash it out with tears – do not rub your eye

NEVER USE A STICK OR KNIFE TO REMOVE SOMETHING FROM AN EYE

something in the eye – lime burns, kerosene, petrol, paint



open your eye in clean water and wash the eye gently by moving your head in the water

LESSON 12: HOW TO CARE FOR OUR EARS

Objective of the lesson

By the end of this lesson, students should know the causes of some injuries to the ears and how to avoid them.

Time: 20 minutes

Teacher's notes

Because you observe your students every day for many hours you are in a good position to detect their hearing problems.

To care for your pupils' ears means being able to recognise some particular signs.

Hearing problems may be indicated if a student

- needs to have conversation repeated
- turns his or her head to one side to hear from the better ear
- usually talks more loudly than others
- asks people to speak more loudly
- complains of pain in one or both ears
- hears a buzzing or ringing in the ears after hearing a loud noise
- often misunderstands the teacher's directions in the class.

Sometimes students who misbehave in class have a hearing problem. They may not do as they are told, and they may be loud and noisy because of a hearing problem. A teacher should observe such students carefully to look for any hearing problem.

Arrange for any child showing any of these signs to visit the dispensary.

Method

- 1 Remind students about the value of being able to hear (*refer to the summary of lesson 10*).
- 2 Tell students that the best way to care for their ears is to protect them against accident and to take care when they are sick. A painful ear means a sick ear and it needs help from the nurse.
- 3 Show the diagram of the ear. Explain which part is the outside ear, and where the inner ear starts. Point out the ear drum and explain that it is very thin (like cigarette paper), it can be broken by sticks and other objects. When somebody breaks his ear drum he loses a lot of his hearing.

Sick (infected) and painful ear drums also lead to loss of hearing.

- 4 Hold up the picture on page 49 in front of the class and then ask the following questions. Do not go on to the next question until the correct answer is clearly understood by each student.

(a) Why should you keep sticks and other things out of your ears?

(Answer: *We can break the ear drum, which is very thin*)

(b) What can happen if you break your ear drum?

(Answer: We will lose a lot of our hearing)

(c) What does pain in the ear tell us?

(Answer: Pain in the ear tells us that our ear is sick and needs some help from the dispensary)

(d) If an insect (like an ant) gets into your ear, how can you get it out?

(Answer: Put a few drops of new unused cooking oil or clean water into the ear – this will usually float the insect out. Alternatively, shine a light into the ear – the insect will come towards the light)

(e) Is it good to swim when you have painful ears or when you have liquid coming from your ears?

(Answer: No, we should not go swimming)

(f) Is it good to put cotton wool into the ear when going swimming?

(Answer: No, we should not put cotton wool into the ears when going swimming because it might get inside our ears and cause earache (an infection))

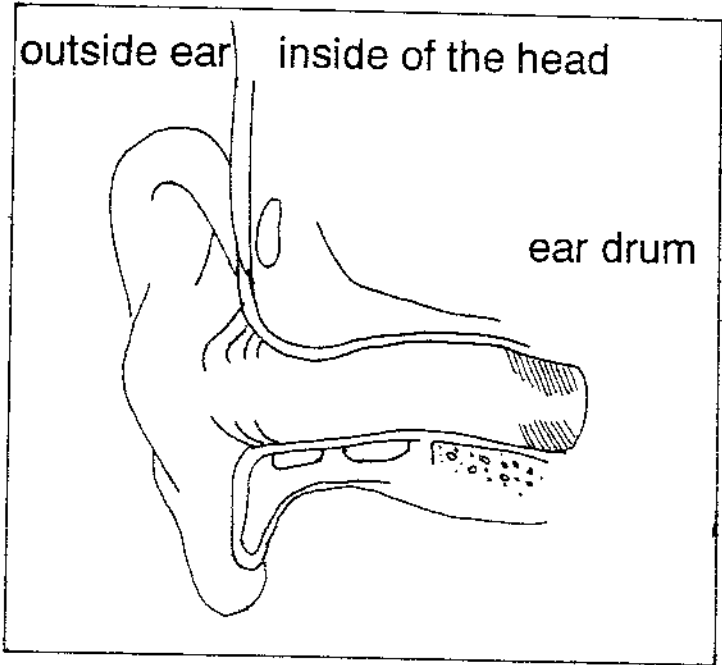
Summary

– Do not put things like sticks, cotton buds, feathers or anything else in your ears

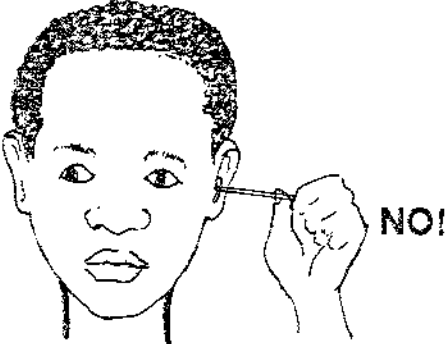
– Painful ears mean sick ears; if in pain, go to the dispensary for help

– Prevention is better than cure

OUR EARS



DO NOT PUT THINGS IN YOUR EARS – YOU CAN BREAK THE EAR DRUM!



Painful ears mean sick ears –

Go to the AID POST or

CLINIC for HELP!

A cartoon illustration of an ear with a face, arms, and legs, running towards a building labeled 'CLINIC'. The ear character has a speech bubble above its head that says 'Help! Help!'. The building has a sign that says 'CLINIC' and a door. A road leads from the ear character to the clinic.



**Term 2: Dental Health – Some Causes of Disease
– Transmission and Protection**

LESSON 13: CHILDREN'S GROWTH – MEASUREMENT OF PUPILS' HEIGHT

Objectives of the lesson

- To involve children in monitoring their own growth
- To make children remember that healthy children grow taller as they grow older.

Time: 20 minutes

Teacher's note

It is important to go a little further with this topic and to stress that *healthy* children grow *taller* as they grow *older*.

Material needed

The coconut tree growth chart, used in lesson 1.

Method

1 Show the picture of children's growth and ask the children:

- "What does this picture show us about children as they grow older?"

(Answer: *Children grow taller as they grow older*)

2 Tell the children:

- "I am thinking of a little rhyme. I will say the first line; see if you can guess the second line:

– *Healthy children will grow tall, sick children will _____*"

(Allow 2–3 children to guess)

Continue:

- "You made some good tries. Now listen carefully:

– *Healthy children will grow tall, sick children will stay small*"

(Ask the children to repeat together)

- "Now I will say the beginning of the third line. See if you can guess the end of it:

– *Healthy children will grow tall, sick children will stay small, taller children we _____*"

(Allow 2–3 children to guess)

Tell the children the last line:

- *"Taller children we will be"*

Now ask the children to repeat the whole rhyme with you:

- *"Healthy children will grow tall, sick children will stay small, taller children we will be"*

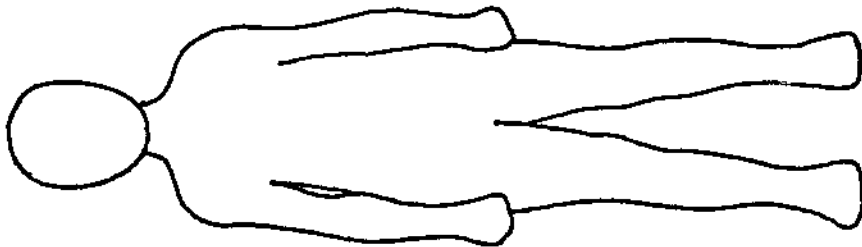
3 Ask the children to line up in front of the coconut tree chart, and help them to mark their heights (for details see lesson 1). Let them check how much taller they are.

Summary

- *Healthy children will grow tall, sick children will stay small, taller children we will be*



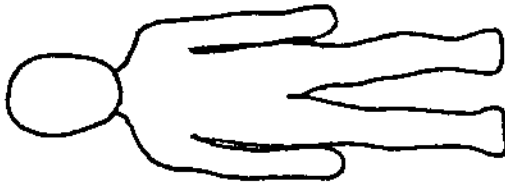
Age 18 yrs



Age 12 yrs



Age 6 yrs



Age 1 yr



BIRTH

Healthy children grow taller as they grow older

LESSONS 14 & 15: WHAT CAUSES TEETH TO HURT

Objective of the lesson

To make children understand the reasons why a tooth hurts.

Time: 20 minutes for each lesson

Materials needed

A piece of white paper which has been rubbed with white chalk (prepare this when the students are not present)

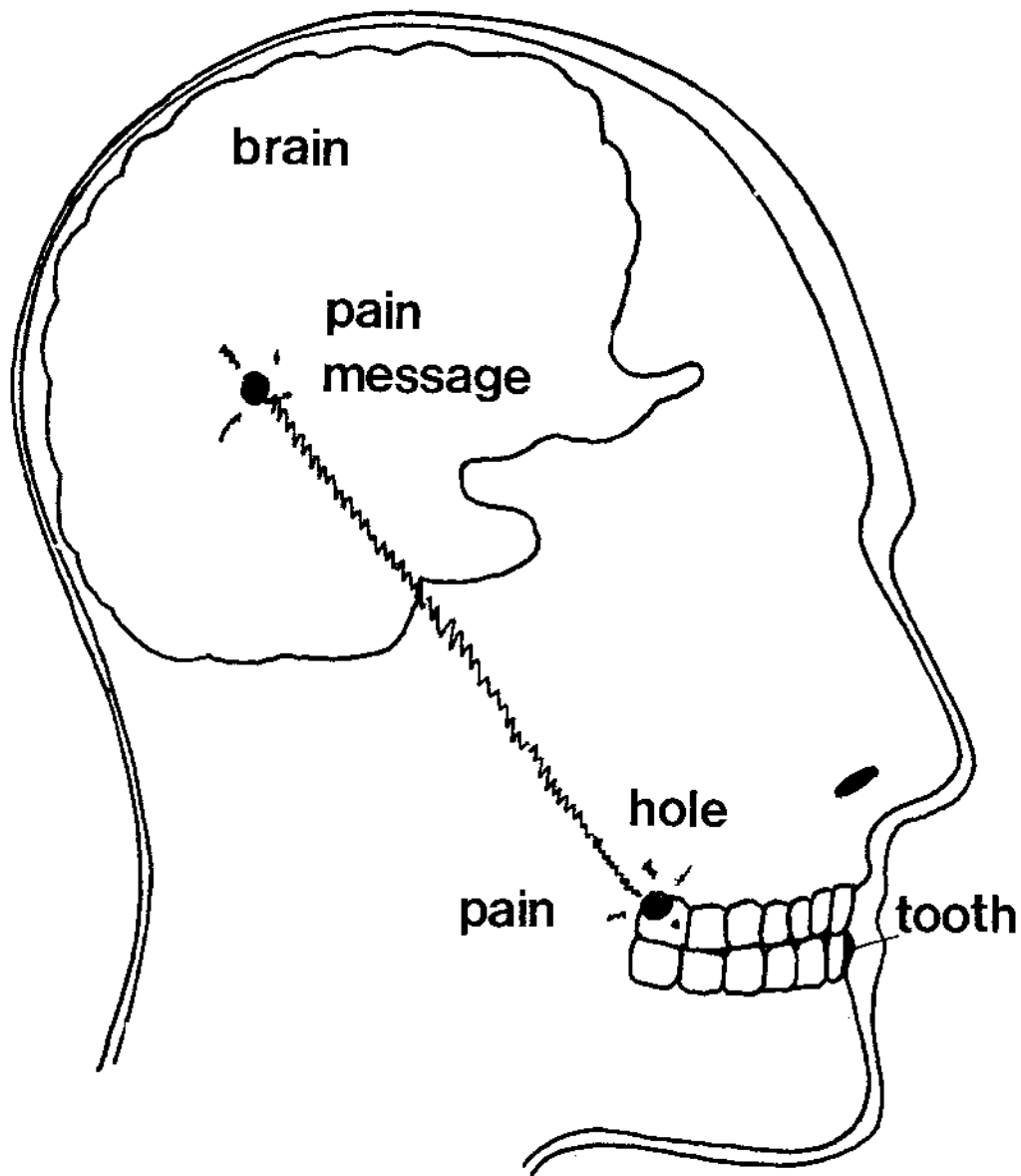
Method

Explain to the pupils the causes of toothache. Show the pictures as you talk.

Summary

– Germs on our teeth + a lot of sugary foods and drinks create holes in our teeth that are very painful

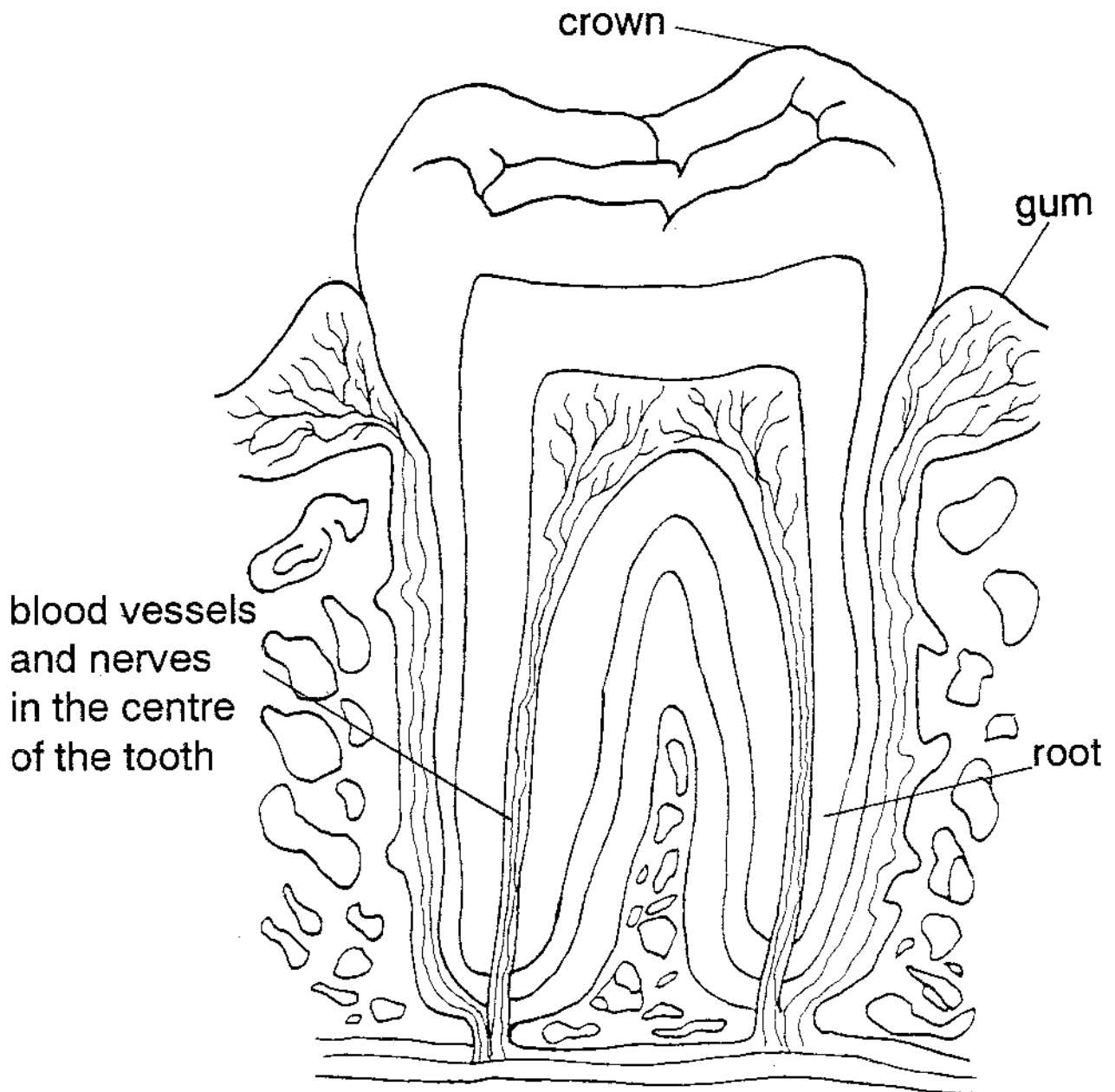
THE PAIN FROM TOOTHACHE



The nerves in the teeth connect the teeth to the brain and carry the message of pain

SICK TOOTH → BRAIN → PAIN → SICK TOOTH

A HEALTHY TOOTH

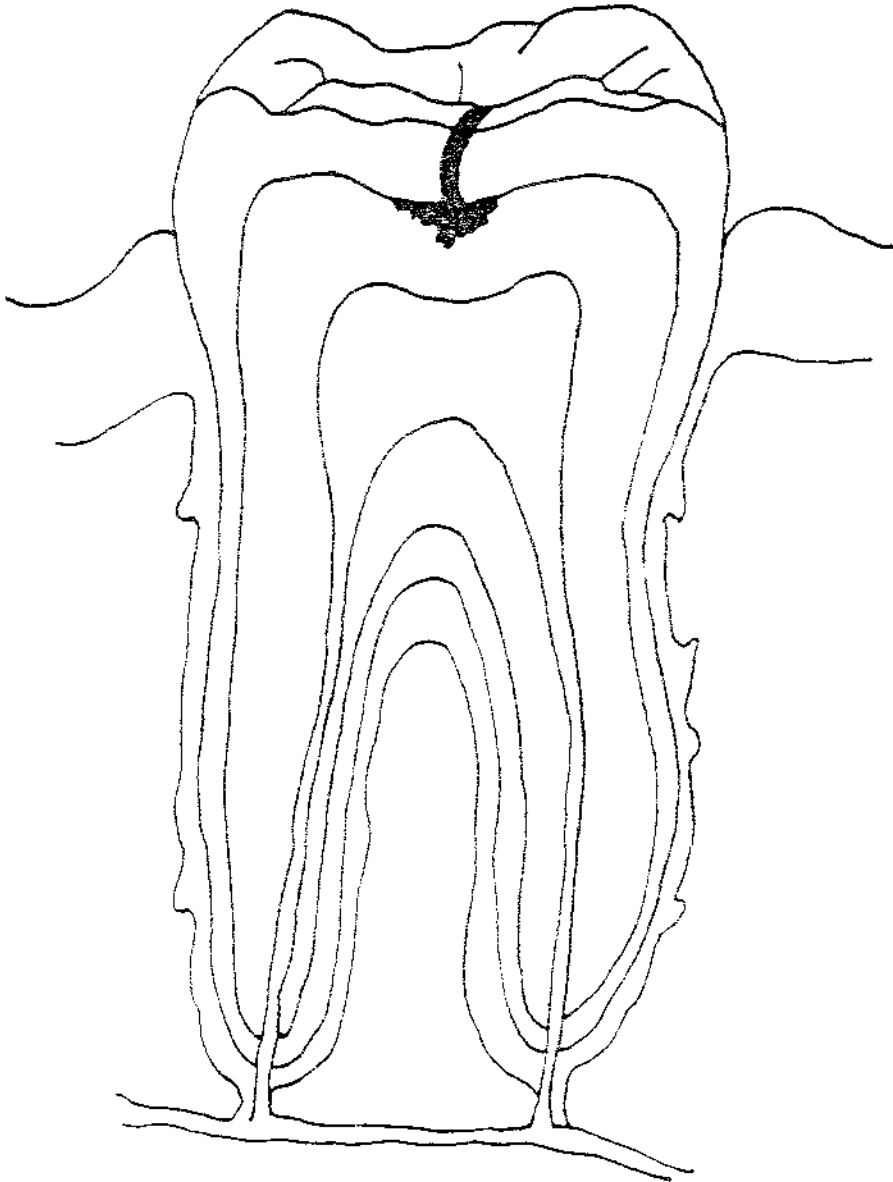


Our teeth are hard on the outside, but inside they are soft.

Two kinds of thin fibres enter each tooth. One kind are called nerves. Nerves connect the tooth to the brain and carry the message of pain. The other kind of fibres are blood vessels, which connect the tooth to the heart. They carry blood.

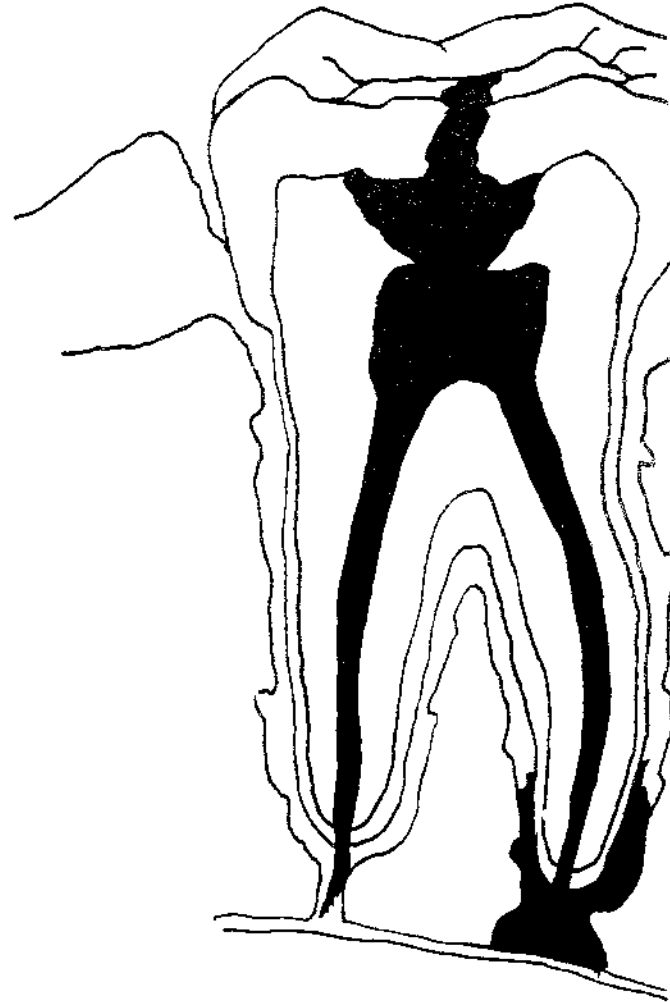
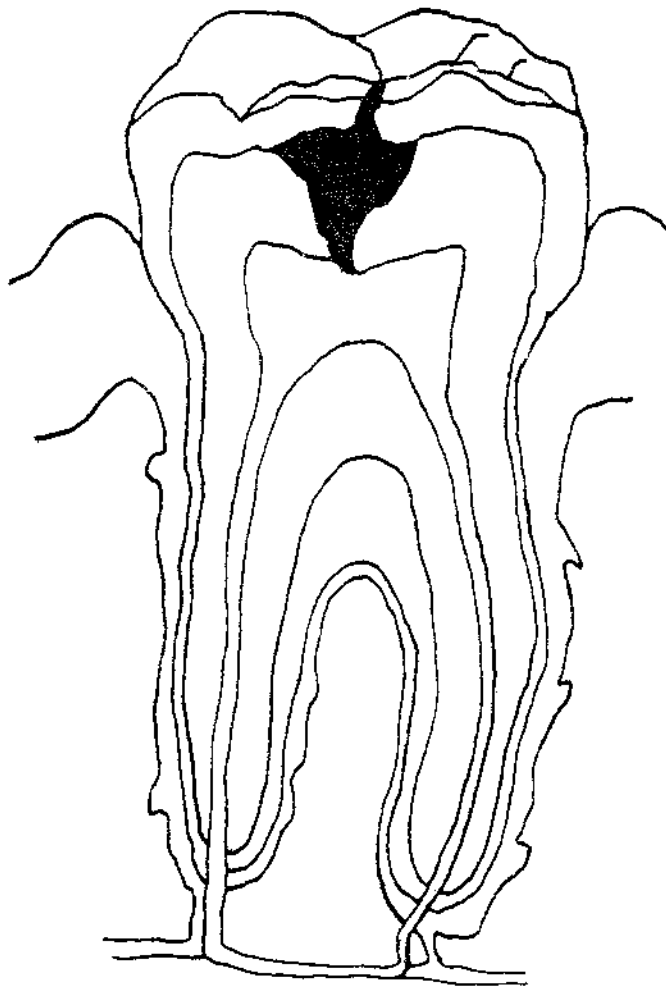
If you could peel away the gum around a tooth and look at the bone, you would see that nerves and blood vessels go into each one of a tooth's roots. They give the tooth life and feeling.

TOOTH DECAY (1)



The hard cover of the tooth protects the nerves and blood vessels inside the tooth. But if tooth decay makes a hole in the hard cover, the nerves and blood vessels are not protected. The hole lets food, water and air get closer to the nerve. This can make the tooth hurt.

TOOTH DECAY (2)



A hole in the tooth may look very small on the outside, but it can be much bigger inside. The decay that started the hole spreads more easily in the soft parts inside the tooth.

A small hole that is not treated grows bigger and goes deeper inside the tooth. When it finally reaches the nerve, the pain becomes worse. The tooth aches all the time, and can keep the person awake at night.

The decay can go all the way to the bone. As it spreads, the person's jaw swells.

Before showing the picture on page 60 to the students, show them the white piece of paper which has been rubbed with white chalk. Ask:

– "How many germs do you see on this paper?"

(Answer: None)

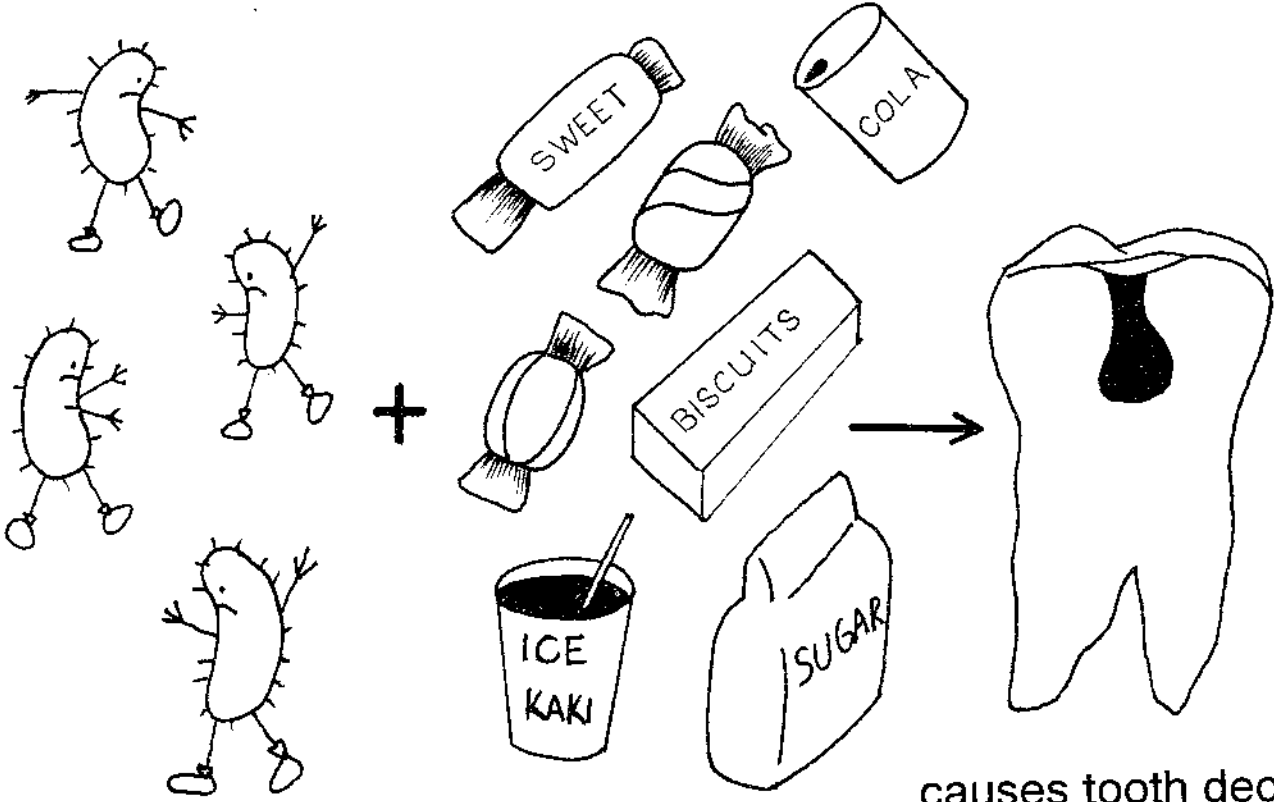
Rub your fingers in the chalk on the paper and show them to the students. Explain that there was something on the paper, even though they could not see it. Explain:

– We have germs in our mouths all of the time. It is not possible to kill all the germs in our mouth. But by keeping our teeth clean we can get rid of many germs, and get rid of any sugar from food that we may have in our mouth.

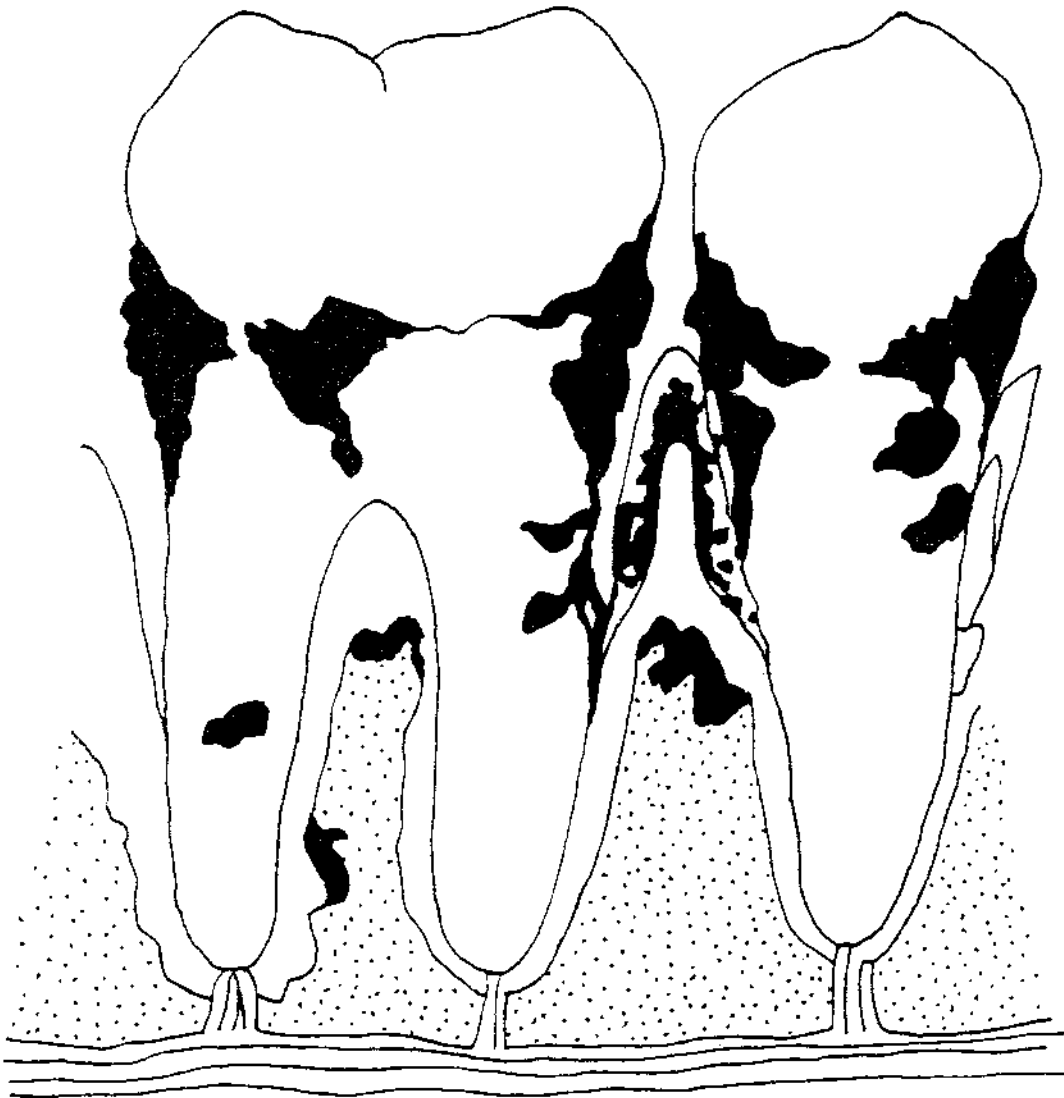
– The holes in our teeth are made by acid, a chemical that is made by germs. Germs make this acid out of sugar. When we eat foods with sugar in them, some of the sugar stays in our mouth, even after we swallow. The germs use this sugar to make the acid which can then make holes in our teeth.

– When you get up in the morning do you sometimes feel a "film" or coating on your teeth? This film contains many germs. If these germs mix with sugar they will make acid. This acid can then make holes in our teeth. Examples of acids are lemon juice, vinegar, and the liquid from batteries.

GERMS + SUGAR = ACID



TOOTH DECAY (3)



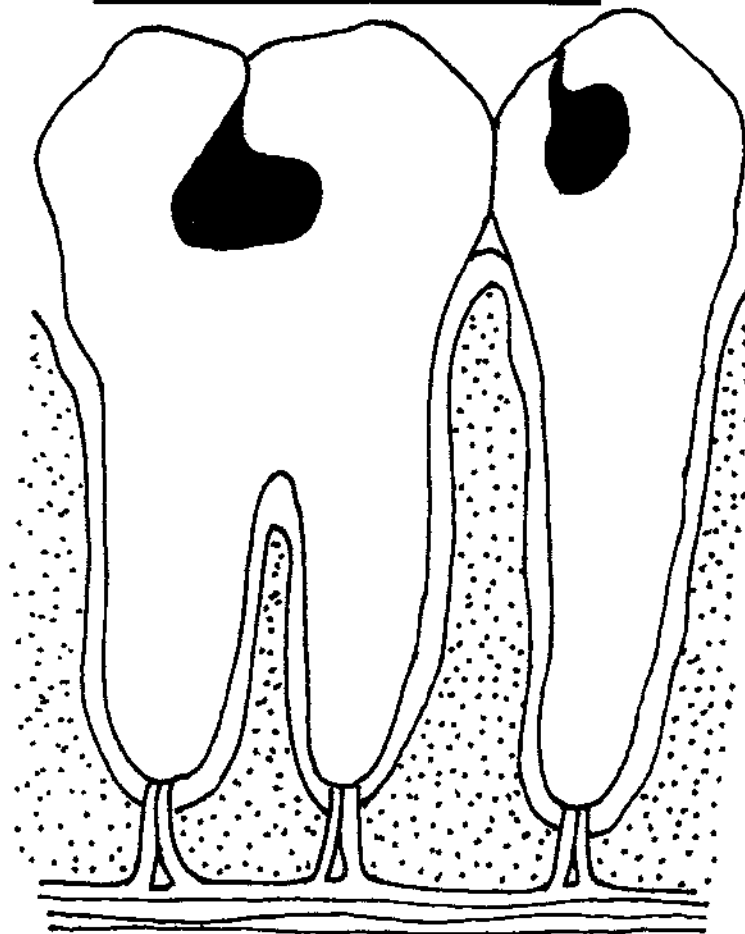
If this film of germs, sugar and acid stays on our teeth for a long time, it can also make a hard coating on the edges of our teeth near the gums. This coating can become very sharp and hurt the gums. The gums begin to bleed easily. They may swell up around the teeth. If nothing is done, this can cause gum disease which can spread to the roots of our teeth and to the bones that hold our teeth.

There are two ways in which germs can harm our teeth:

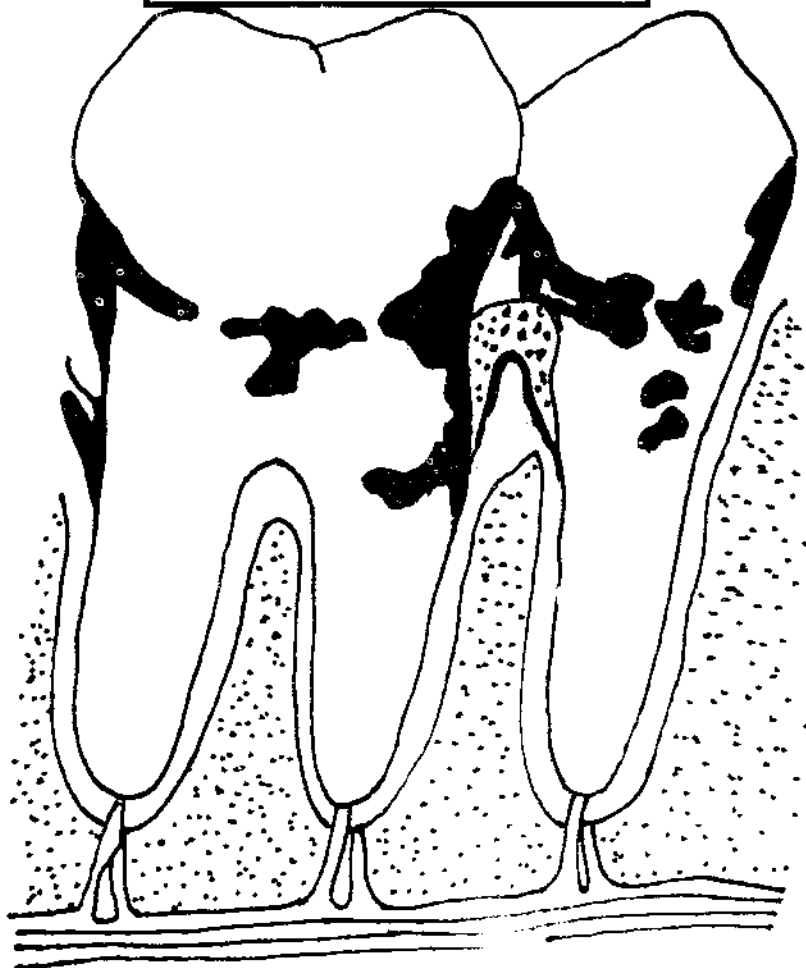
- They can use sugar to make acid, which can make holes in our teeth
- They can make a hard coating of this acid, which can cause gum disease.

By keeping our teeth clean and not eating foods with a lot of sugar in them we can keep our teeth and gums healthy.

HOLES IN TEETH



GUM DISEASE





LESSON 16: FOODS THAT ARE HIGH AND LOW IN SUGAR

Objective of the lesson

To let children discover which foods are high in sugar and which are low in sugar.

Time: 20 minutes

Teacher's notes

The food charts on the following pages show the amount of sugar in various foods. Some of the sugar is added to foods during processing, such as the sugar in biscuits or soft fizzy drinks. This kind of sugar is the most dangerous for the health of our teeth. Some of the sugar comes from the *natural sugars* in foods, such as the sugar in *fruits*.

Materials needed and preparation

- If possible, the best preparation is to photocopy the food charts so that you have one per student.
- If you cannot make copies, then you will have to draw enlarged food charts. The illustrations of the foods have been drawn in a simple way for this purpose.

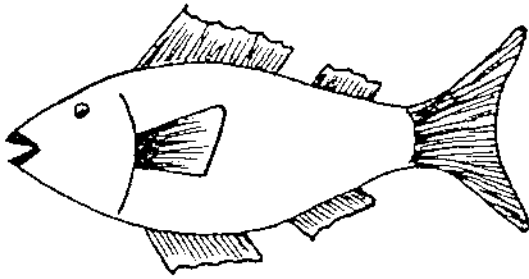
Method

- 1 Discuss the kinds of foods that are good for our teeth, and the kinds of foods that are not good for our teeth. Show the charts as you talk.
 - Point out the foods which *do not* contain *any* sugar such as fish, meat, eggs, starchy foods and vegetables.
 - Point out foods that are *low* in sugar such as milk, fruits and drinking coconut.
- 2 If available, pass round the photocopies of the charts.
- 3 Talk about how we can protect our teeth by eating foods that are low in sugar. Without sugar, germs cannot make the acid which causes holes in our teeth.
- 4 Discuss the fact that older people, who did not have foods with a high sugar content when they were young, often have better teeth than younger people.
- 5 Show the charts showing the foods and drinks that are high in sugar. Because they are dangerous for the health of our teeth they should be eaten on special occasions (feasts, birthdays, etc.) but they should not be eaten or drunk every day, and certainly not several times a day!
- 6 In the next art lesson, ask students to draw foods that are good for their teeth.

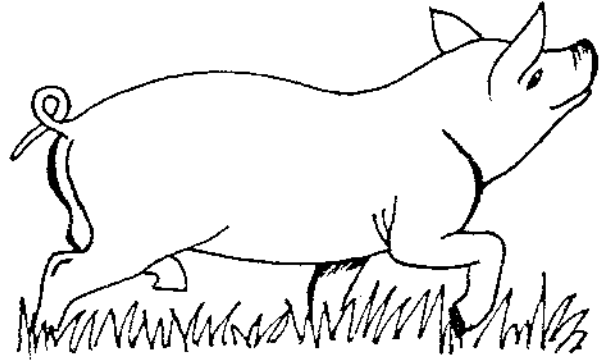
Summary

- **Fresh foods with no sugar or with a low amount of sugar cannot cause holes in our teeth.**
- **Prevention is better than cure – eat fresh food**

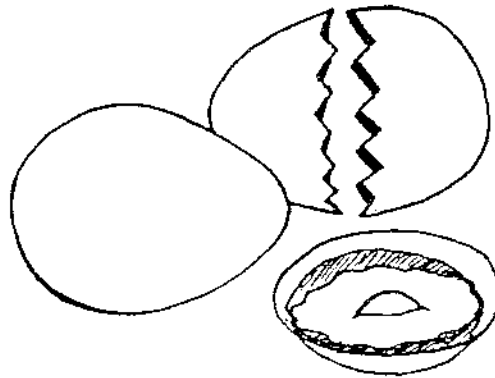
FOOD CHART 1



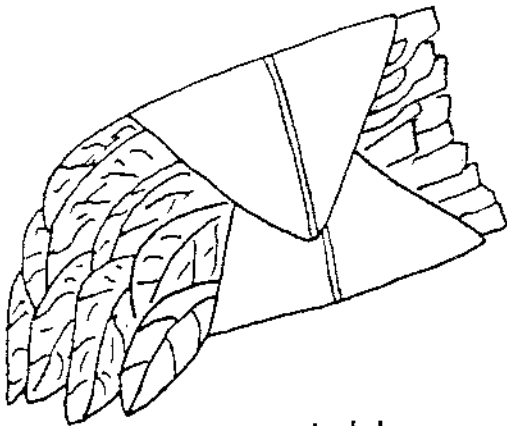
fish



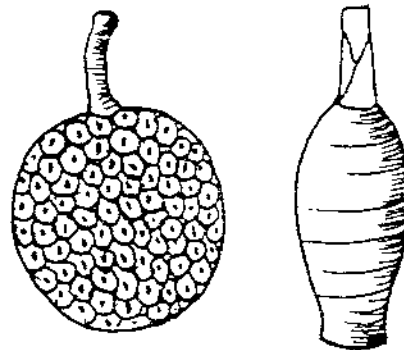
meat



eggs



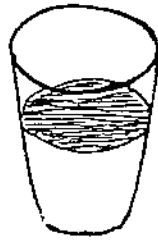
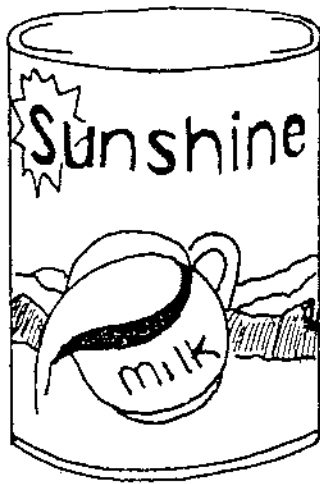
vegetables



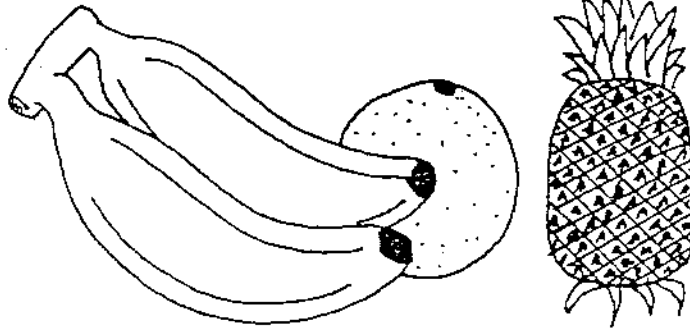
starch food

For 1 serving of food, amount of sugar in teaspoons = 0

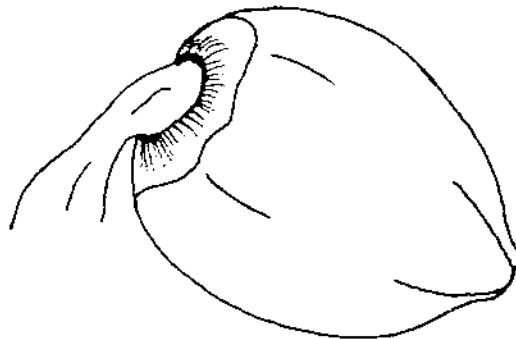
FOOD CHART 2



milk



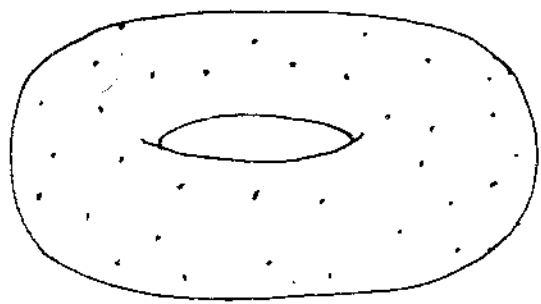
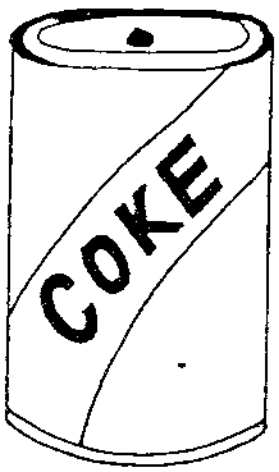
fruits



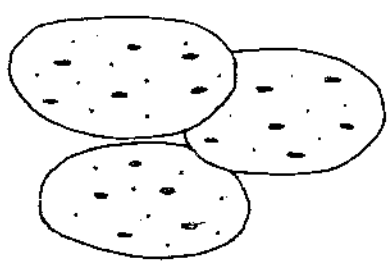
drinking coconut

For 1 serving of food, amount of sugar in teaspoons = 2

FOOD CHART 3



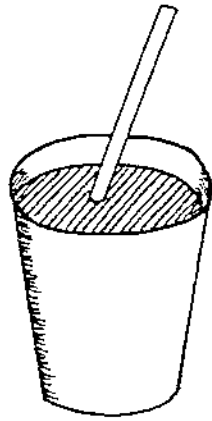
doughnut



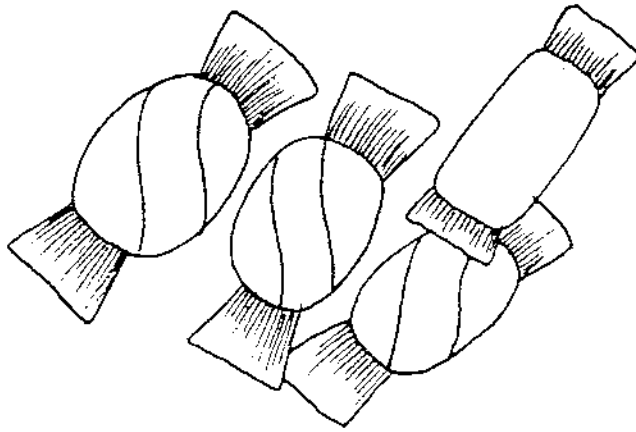
biscuits

For 1 serving of food, amount of sugar in teaspoons = 3

FOOD CHART 4



red ice or ice kaki



sweets



For 1 serving of food, amount of sugar in teaspoons = 4

LESSON 17: THE IMPORTANCE OF CLEAN TEETH

Objectives of the lesson

- To make children understand why they should clean their teeth
- To teach children the different methods of cleaning their teeth

Time: 20 minutes plus time to practise toothbrushing techniques once during the same school day (e.g. lunch-time)

Teacher's note

The different methods explained in this lesson can be tried one after the other, at lunch-time or before starting the class during the week of the lesson. It is still important to check the cleanliness of your pupils' teeth *regularly*.

Materials needed

These depend on the place where you teach:

- Clean water to accompany each of the items listed below
- A toothbrush (bought from the store) for each child, if parents or the school can afford to buy them
- Wherever you teach, a *soft* plant stem, to teach children how to make a local toothbrush and how to use it
- Raw, fibrous fresh fruits

Method

1 Explain to the children why they should clean their teeth. Start the discussion:

- "Let us suppose that last night you ate mashed potato (or any other food that sticks and cannot be easily washed off). Would you like to eat from the same plates and with the same knives and forks that have not been washed?"

(Answer: No)

- "Can you explain why?"

(Answer: The food (e.g. mashed potato) has stuck to the fork; the fork is dirty and the food is spoiled)

- "How do you clean dirty dishes?"

(Answer: With water and soap)

- "If you don't clean your teeth after you have eaten, what happens?"

(Answer: The food sticks between the teeth, just like mashed potato (or other food) sticks between the teeth of a dirty fork; this can cause holes in our teeth (refer to lessons 14 and 15) and this is very painful)

2 Teach children the different methods of cleaning their teeth:

- If children have a toothbrush bought from the store or given to them by the dental health clinic, show them the toothbrushing technique. *(See the following illustrations and accompanying text)*

- If the children do not have a toothbrush – *and even if they do* – show them how to make a local brush from a soft plant stem or coconut leaf stem. Use the most common materials from your area. *(See the illustrations and the accompanying text)*

– Remember to teach the children how to clean their teeth when toothbrushing is impossible. (*See the following illustrations*)

3 Tell the children :

– "If you cannot brush your teeth after your meal you can:

either

(a) rinse your mouth well with water: swill the water around to loosen bits of food between the teeth; for children living by the sea, sea-water can be used

or

(b) finish your meal by eating raw, crisp fruits and vegetables such as coconut, carrots, pineapple, green mangoes, water melon, sugar cane, etc." (*See illustrations*)

Summary

– **We should clean our teeth as soon as we have eaten**

– **We should clean our teeth by**

(a) **using a toothbrush bought from the store; or**

(b) **using a local toothbrush; or**

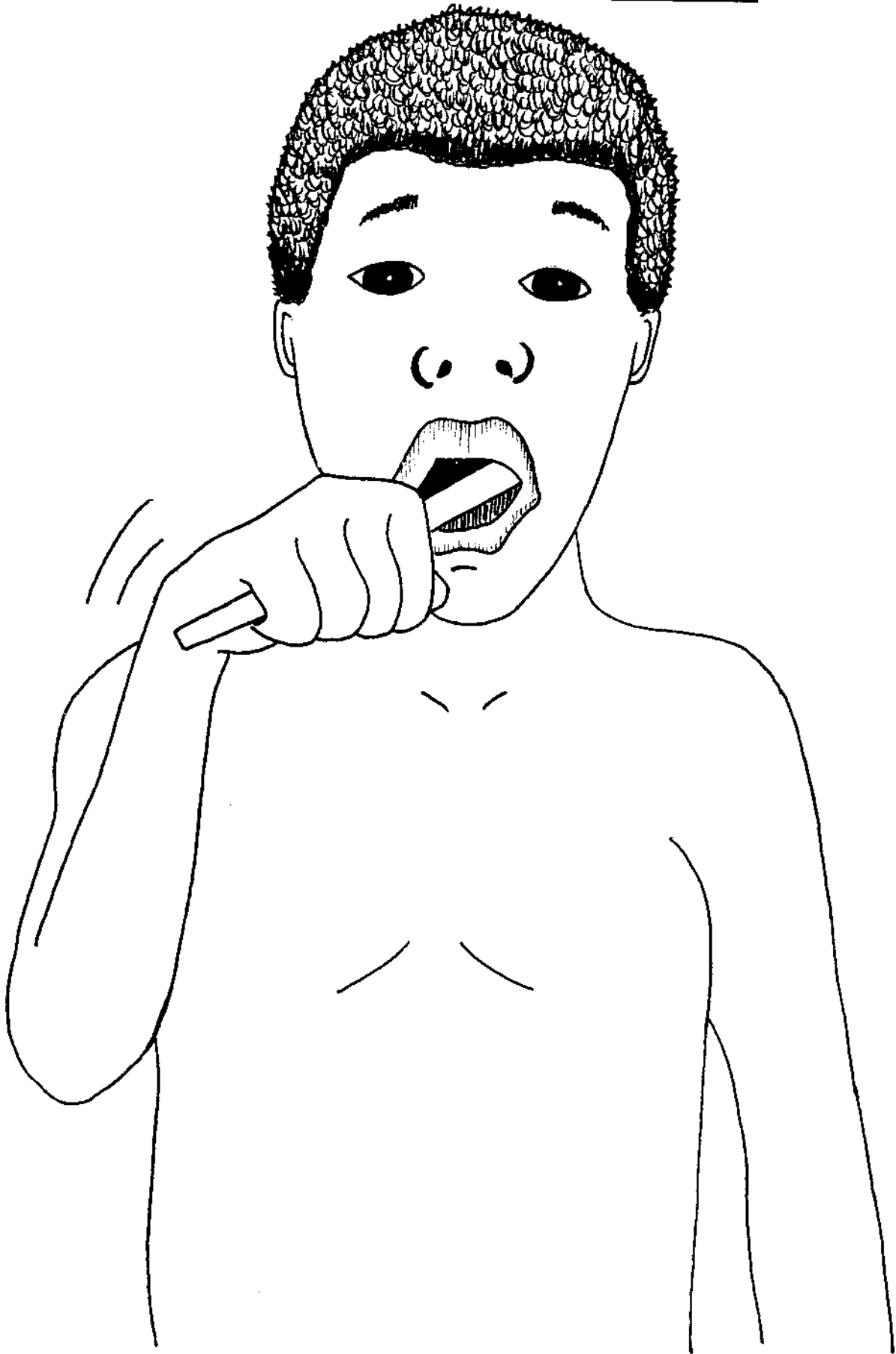
(c) **rinsing the mouth with water; or**

(d) **eating raw fruits and vegetables**

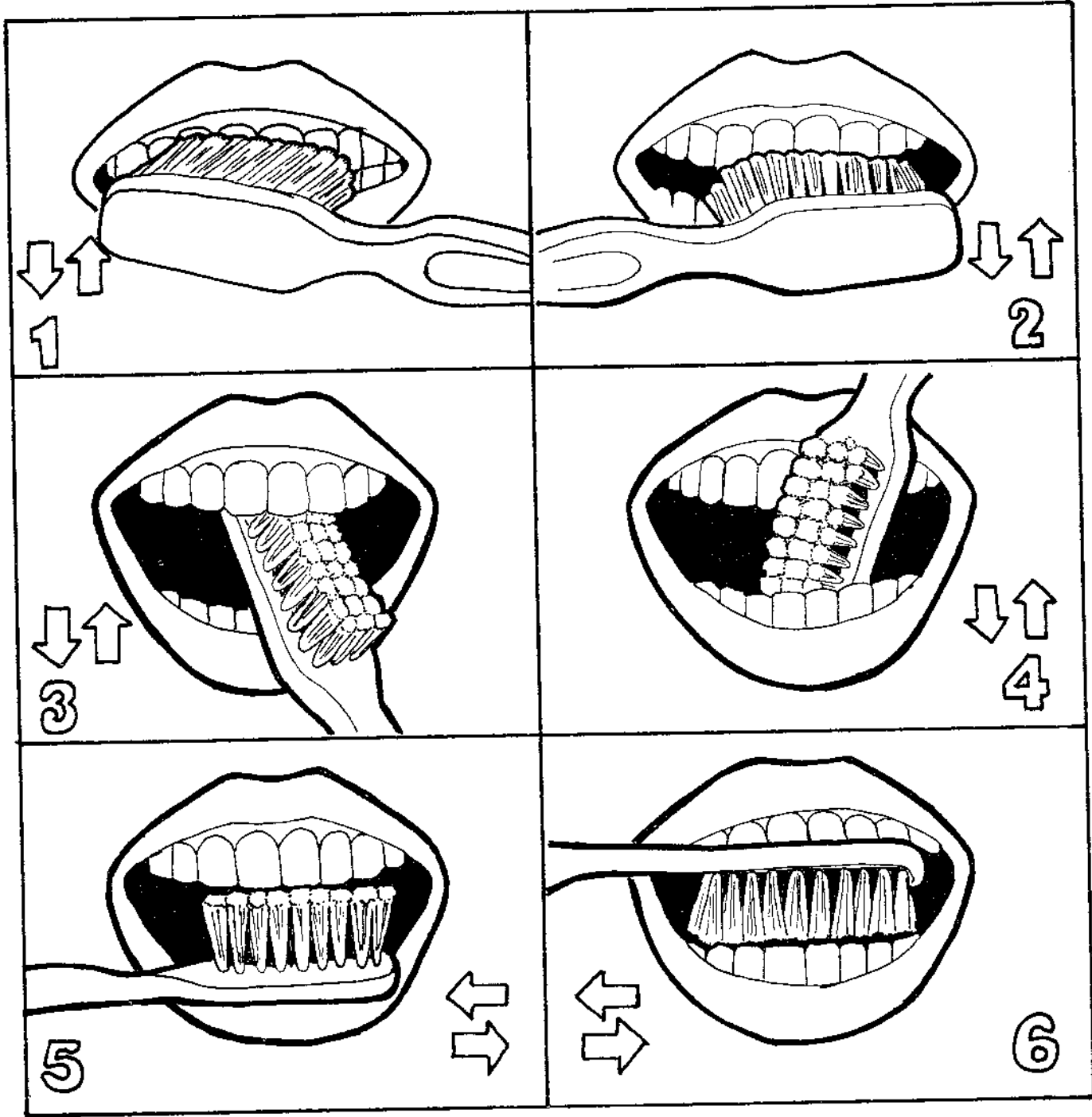
– **Prevention is better than cure: clean your teeth**

– **Cleaning your teeth prevents painful holes**

HOW TO HAVE CLEAN TEETH



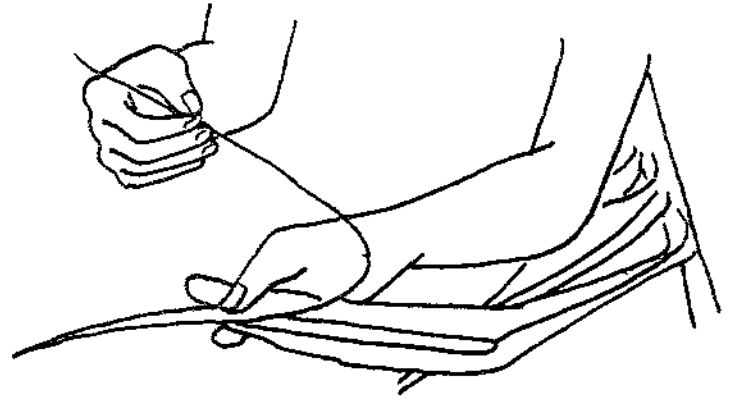
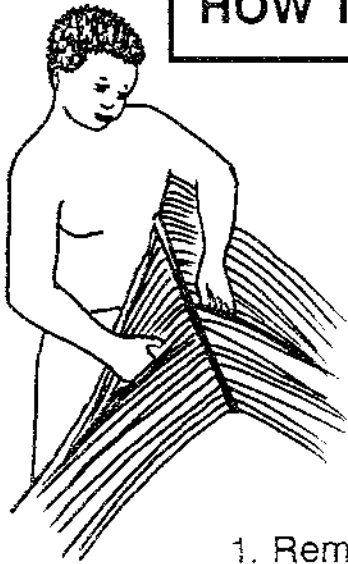
TOOTH BRUSHING



HOW TO BRUSH OUR TEETH

- 1** BRUSH ALL UPPER TEETH ON THE OUTSIDE.
- 2** BRUSH ALL LOWER TEETH ON THE OUTSIDE.
- 3** BRUSH ALL UPPER TEETH ON THE INSIDE.
- 4** BRUSH ALL LOWER TEETH ON THE INSIDE.
- 5** BRUSH ALL UPPER TEETH ON THE CHEWING EDGES.
- 6** BRUSH ALL LOWER TEETH ON THE CHEWING EDGES.

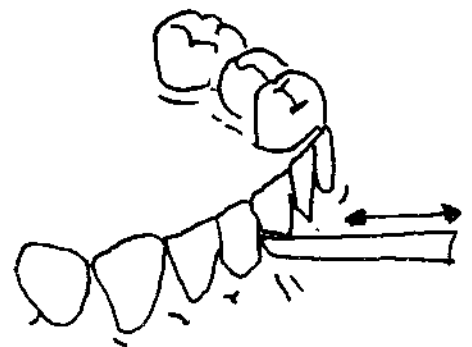
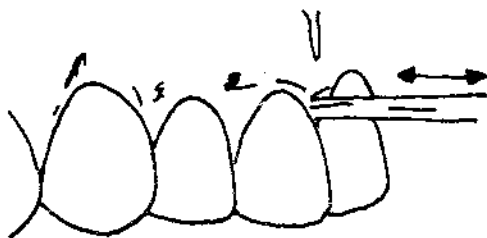
HOW TO CLEAN BETWEEN THE TEETH



1. Remove the stem from a palm (coconut) leaf.

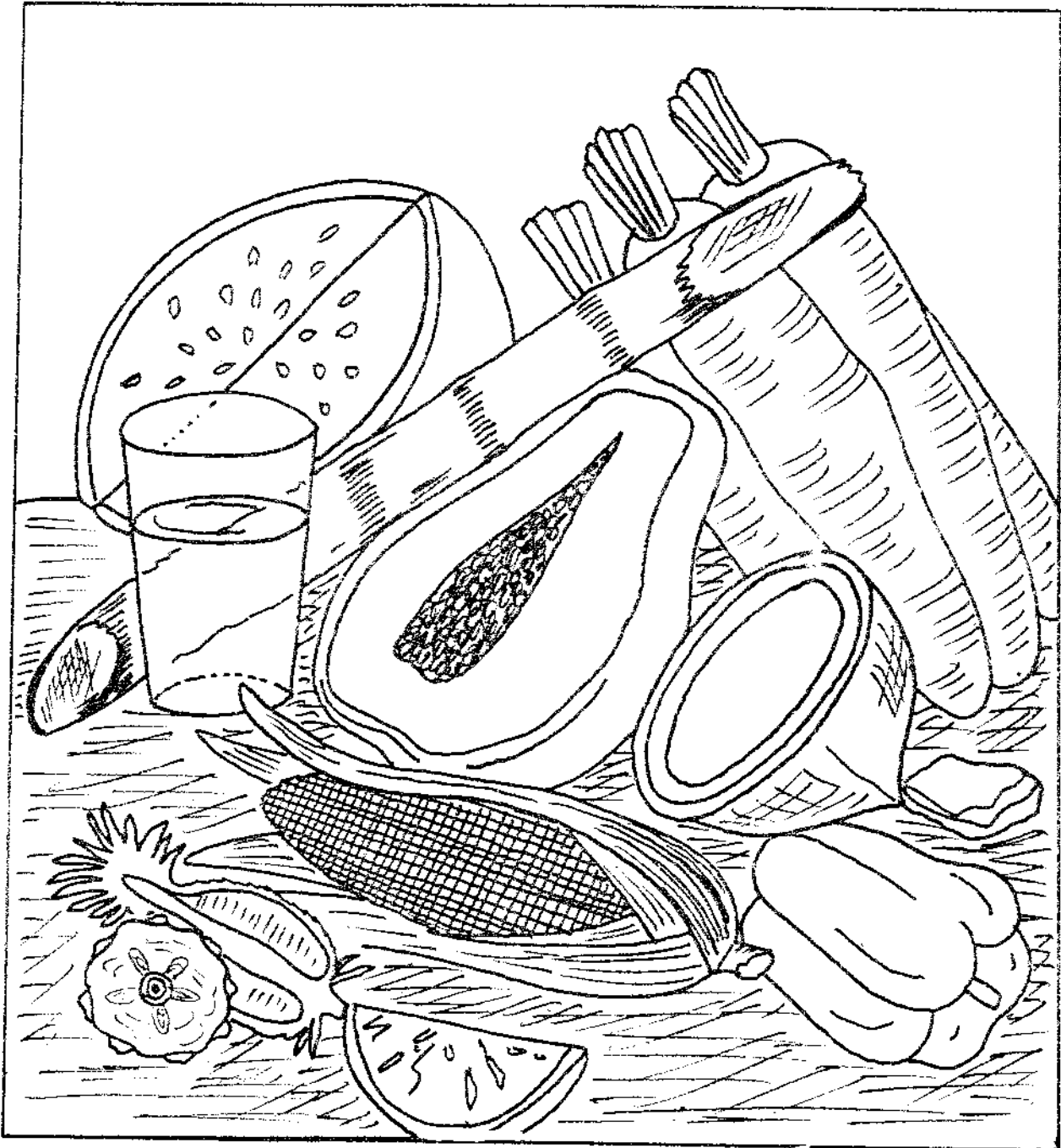


2. Use the thinner end and move it gently, in and out, between the teeth.



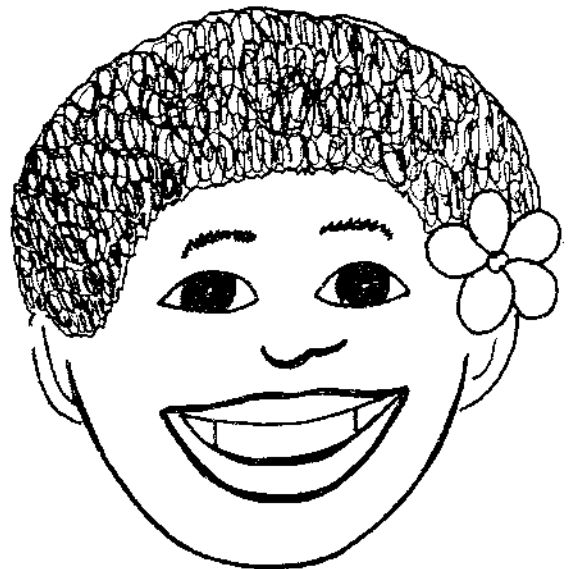
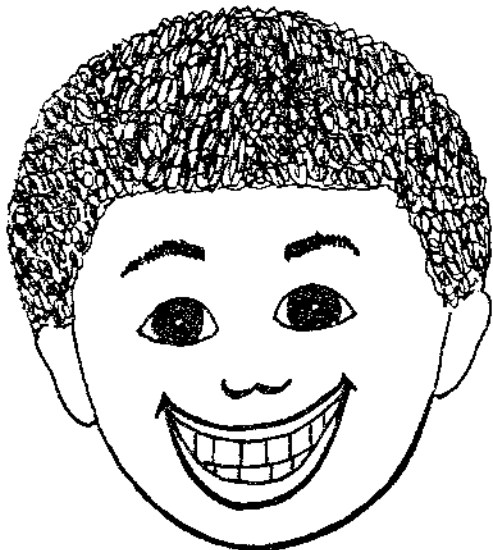
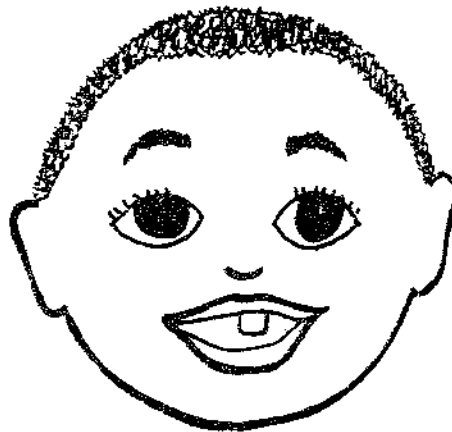
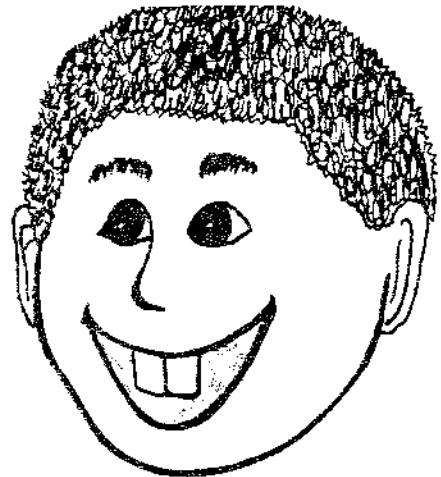
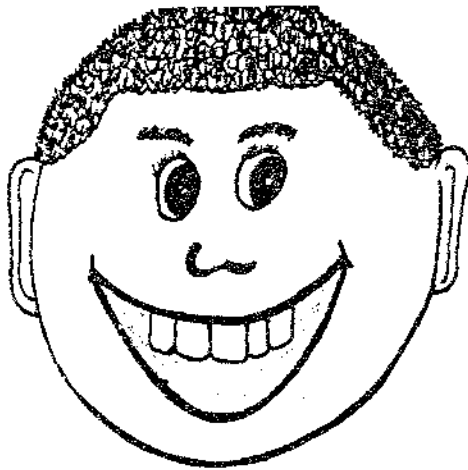
3. Rub the stem against one tooth, and then the other. In this way, we clean both sides of our teeth.

KEEPING TEETH CLEAN



Finish your meal by eating raw, crisp, fresh fruits and vegetables. Rinse your mouth well with water.

VANUATU IS FAMOUS FOR ITS SMILE



TAKE GOOD CARE OF YOUR TEETH

LESSON 18: DISCOVERING THE EXISTENCE OF MICROBES

Objective of the lesson

To make children aware of the existence of microbes.

Time: 20 minutes

Teacher's notes

The activity in this lesson was introduced in the programme for Year 2. You can ask the children if they remember it and if they remember the conclusion of the activity. If they do remember it, try, with the co-operation of a nurse, to give your pupils the opportunity to look through a microscope.

You can ask a volunteer to give a drop of his or her blood (explain that it is painless), then look at it through the microscope to see what it contains. The impact of the lesson is then very strong because the children look at their blood and discover for themselves that very small living things exist which cannot be seen by the naked eye. This personal experience is very important for the understanding and learning of the following lessons on infection, disease transmission, immunisation, etc.

Materials needed

- Six sheets of white paper
- White chalk

Preparation

- 1 Rub the white chalk over one sheet of paper when the students are not present. (Do not let the students know there is chalk on the paper.) Cut the paper covered with chalk into several small squares. Place the squares on another sheet of paper.
- 2 Cut two more sheets of paper into small squares. Place the squares on two other pieces of paper. You should have three sheets of paper each with several small paper squares on them. Only one of the sheets has squares that are covered with chalk.

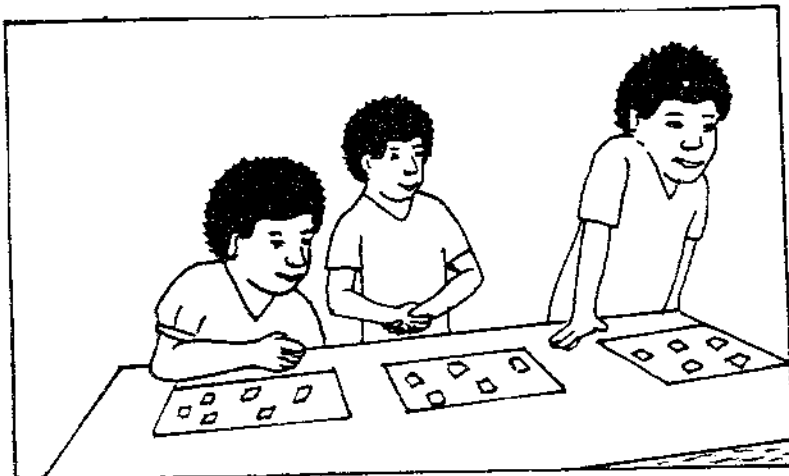
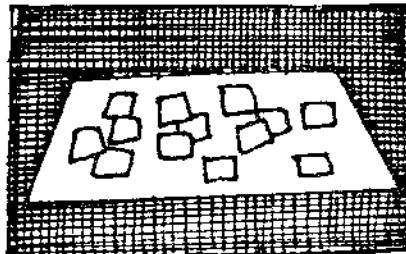
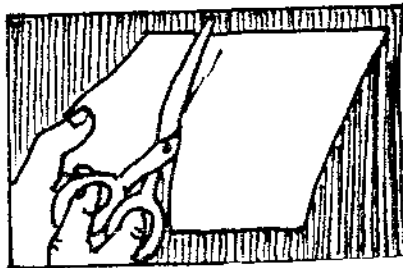
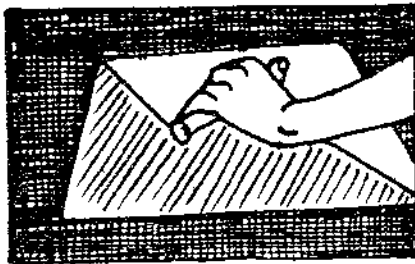
Method

Start the lesson with the activity:

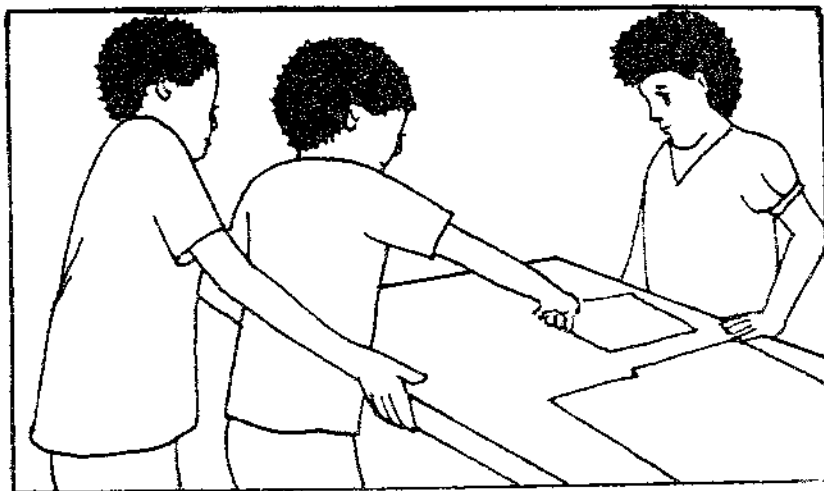
- 1 Choose three students from the class. These students should stand at the front of the room. Give each of them a sheet with paper squares on it.
- 2 Tell the class: "You can pick up a paper square. You can only choose one. You can choose it from any one of the three students. Decide on who you want to pick your square from."
- 3 Have the students line up in front of the person they have chosen. Have each student pick up a paper square and then return to their seat.
- 4 Say to the class: "Look at your fingers. Do you see anything on them? How many of you have white dust on your fingers?" Ask all of the students who

LESSON 18 ACTIVITY

1 preparation



2 start



3 activity



4 end

have dust on their fingers to go to one side of the room. Ask the other students to go to the other side of the room.

5 Ask the students who have dust on their fingers who they got their paper squares from (*they should all say the same person*). Ask these students: "Why did you pick up the dirty squares?"

The students may answer that they did not know that those squares had dust on them because they could not see the dust. *If the students do not give this answer, say it for them.*

6 Continue the lesson by linking the conclusion of this activity with the existence of germs. Explain what germs are:

– They are very small creatures. They are so small that we cannot see them with the naked eye; but they exist. The same thing happened in our experience. The germs, which are called *microbes*, can be seen under a microscope. At the dispensary or at the hospital, nurses use a microscope to see the microbes that are living in the body of a sick person.

– In the picture you can see the nurse looking at one drop of blood taken from a person sick with malaria.

– The second illustration shows what the nurse sees: *very enlarged* microbes of malaria, living in one drop of blood.

– Where do microbes live? They live almost everywhere: they are in water, in the air, in the soil, on the outside and inside of our bodies.

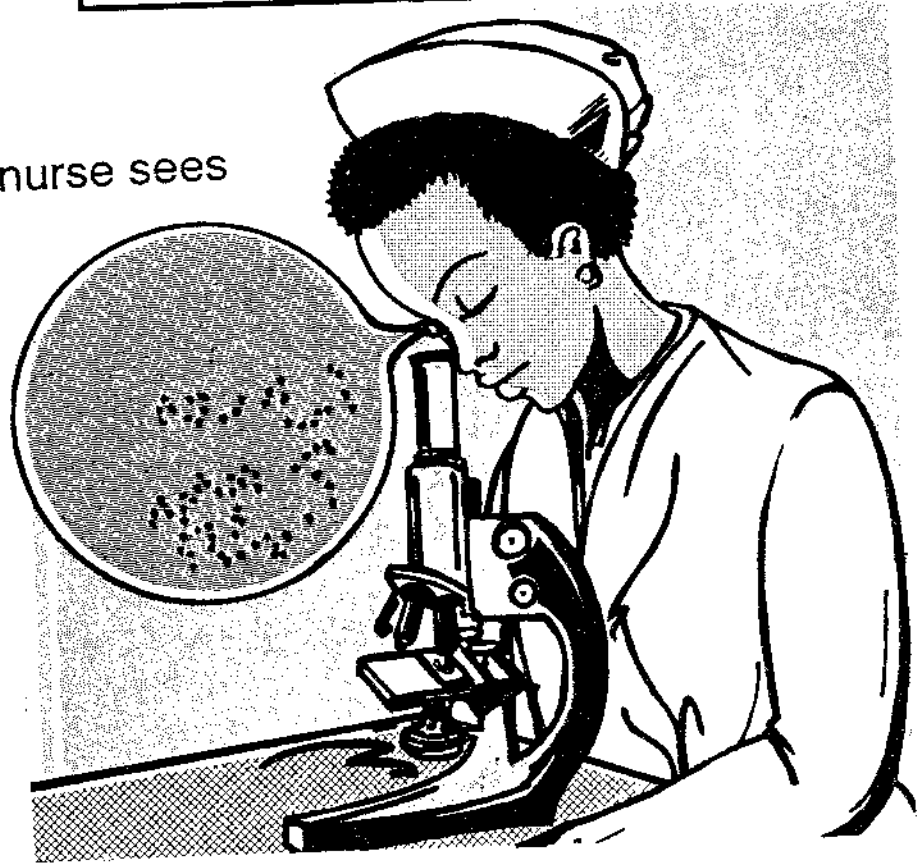
– Most microbes are helpful for our life on earth, but some microbes are harmful to us because they make us sick.

Summary

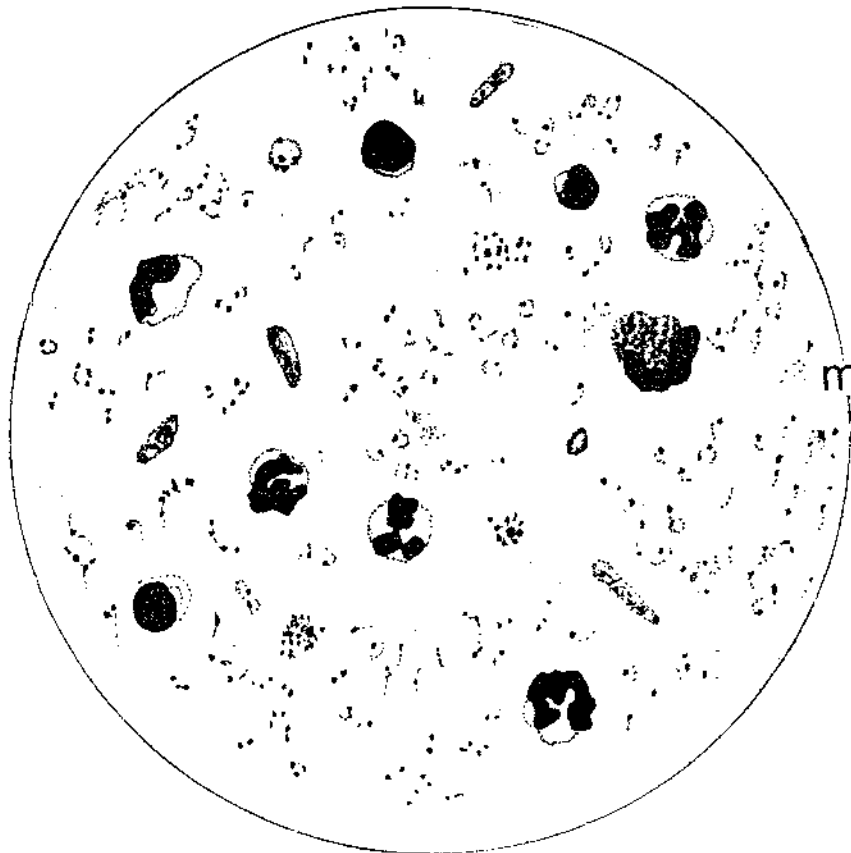
- **There are very small creatures living around us, on us, inside us**
- **They are called germs, or microbes**
- **We need a microscope to see them**
- **Some microbes make us sick**

USING A MICROSCOPE

what the nurse sees



the nurse sees the microbes of malaria



microbes

LESSON 19: HOW SICKNESS CAN PASS FROM ONE PERSON TO ANOTHER

Objectives of the lesson

To make children understand that sickness can pass from one person to another.

Time: 20 minutes

Materials needed

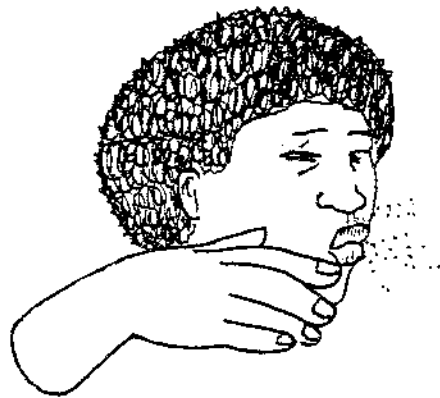
- 1 small picture of a child with a cold (*example shown on page 82*)
- 1 blackboard rubber

Preparation

Duplicate the picture and tape it to the blackboard rubber.

Method

- 1 Tell the children that they are going to play a game. Ask them to sit in a circle on the floor. Have one pupil stand outside the circle with his back to the others.
- 2 Tell the children that the idea of this game is to see who gets sick and who stays well. Show them the rubber with the picture on it. Say: "The children who get this picture have a cold. They will have to go to the dispensary." Point to a corner of the classroom. Tell them that this will be the dispensary.
- 3 Ask the children to start singing a song. It can be any song they all know. Tell them they are to sing until the pupil who is standing with his back to them says "Stop!" The pupil can say stop when he wants to, but he cannot look at the other children.
- 4 Give the rubber to one child in the circle. Tell the children to pass the rubber around while they sing.
- 5 Tell the children that when the pupil with his back turned says "Stop!", they are to stop singing and passing the rubber.
- 6 Look to see who is the last person to touch the rubber. Say to this pupil: "You were the last one with the blackboard rubber. You are sick with a cold. You must now go to the dispensary." Tell this child to go and sit in the corner of the room.
- 7 Tell the children to resume singing and passing the rubber until the child with his back turned tells them to stop again. Send another pupil to the dispensary. Keep doing this until almost all the children have to go to the dispensary.
- 8 Tell the children the story about how Pakoa catches a cold (*see the following pages*).



Duplicate this picture and tape it on the back of a blackboard rubber

PAKOA CATCHES A COLD

Illustration 1

Pakoa's grandmother is very sad. Pakoa is sick with a cold. She sits with him all day, holds him sometimes, and takes care of him. She gives him a kiss when he goes to sleep.

Illustration 2

Now Grandmother is sick; she has caught the cold from Pakoa. How did Grandmother get the cold?

(From holding and kissing Pakoa)

Illustration 3

In this picture you see everyone in the family eating together. But John is missing because he works in town and will not be home until Friday. Can mother and father catch a cold from Grandmother?

(Yes)

Why?

(Because they are eating the food cooked by Grandmother. She has a cold and she sneezed on the food)

Can John catch a cold from Grandmother?

(No)

Why not?

(He is in town and he does not live at home. He is not eating the food Grandmother prepared)

Illustration 4

It is Friday. John comes home. He finds everyone sick with the cold. John asks, "How did everyone get sick?"

Discuss how the cold was passed around the people in the family:

- When they were sick, by sneezing near somebody
- When they were sick, by sneezing on food which was eaten by somebody else
- By drinking from glasses and cups that had been used by a sick person, and which had not been washed up
- By touching and kissing each other, by talking to each other
- By touching the same things that sick people had already touched (as in the activity)

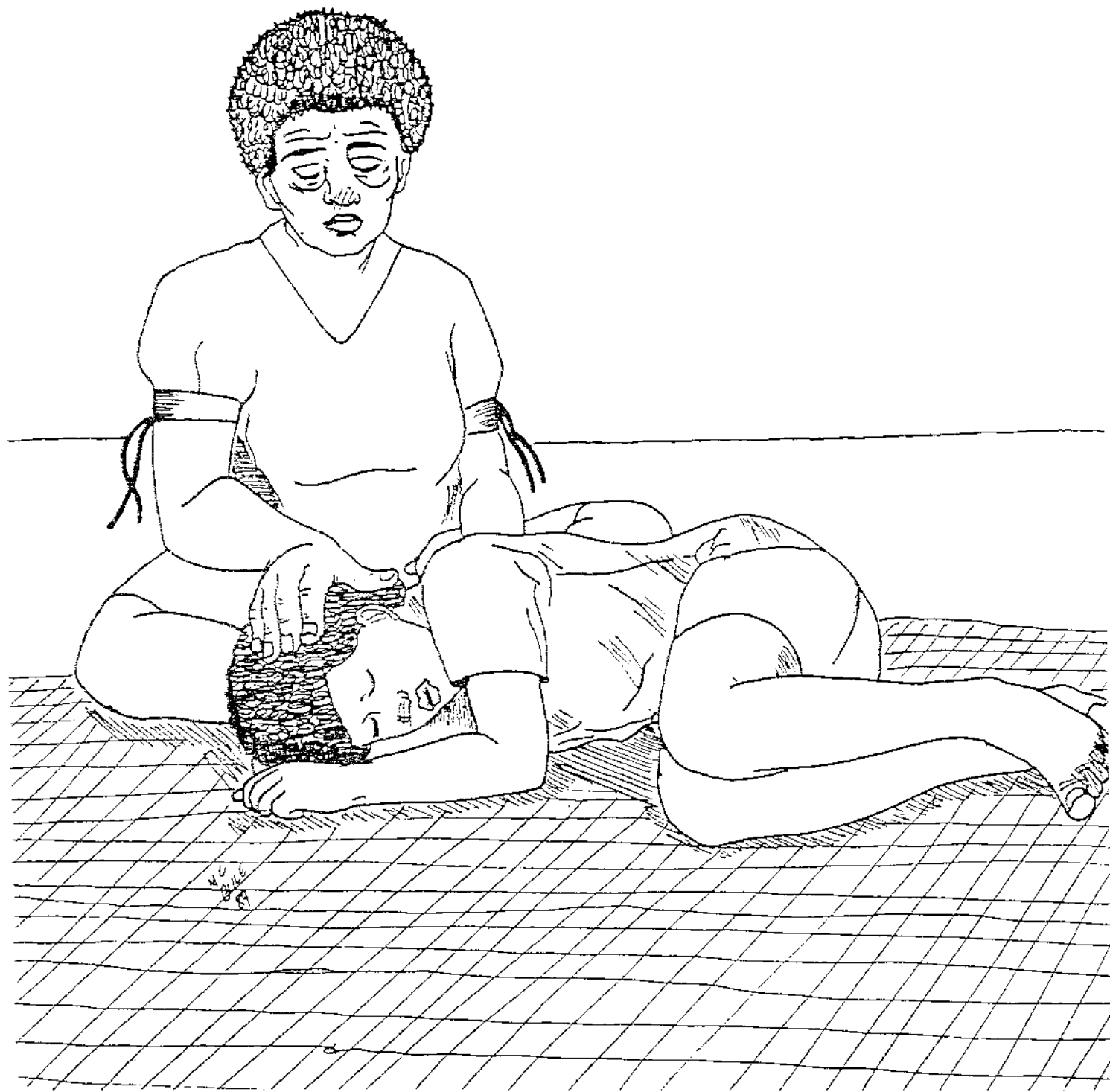


Illustration 1

Pakoa's grandmother is very sad. Pakoa is sick with a cold. She sits with him all day, holds him sometimes, and takes care of him. She gives him a kiss when he goes to sleep.



Illustration 2

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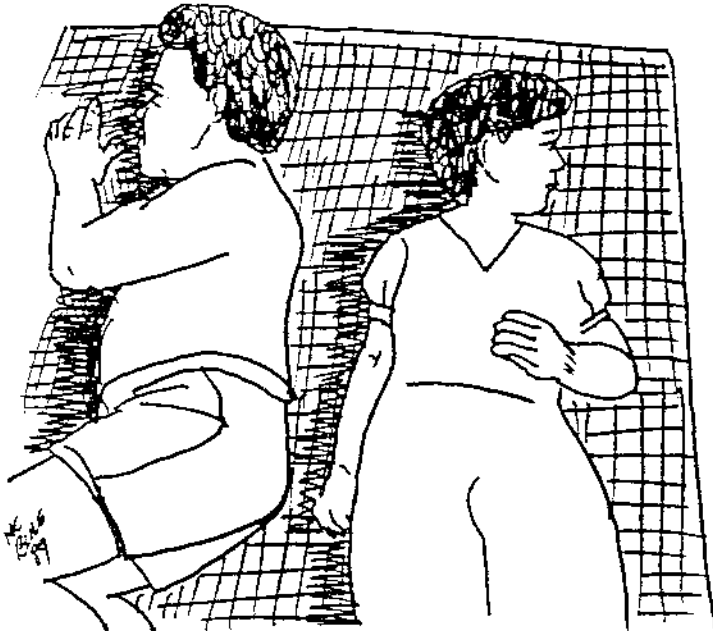
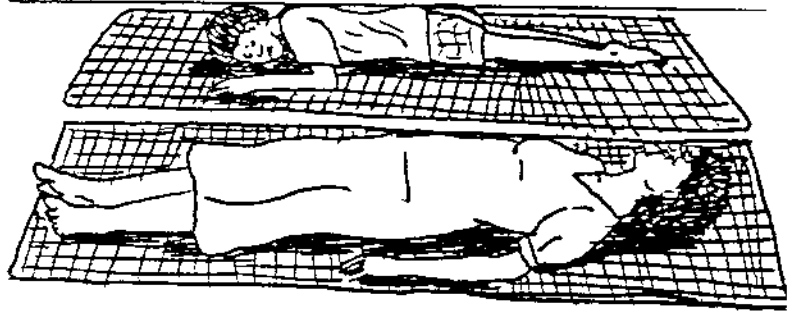


Illustration 4

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Discuss how the cold was passed around the people in the family:

- When they were sick, by sneezing near somebody
- When they were sick, by sneezing on food which was eaten by somebody else
- By drinking from glasses and cups that had been used by a sick person, and which had not been washed up
- By touching, kissing and talking to each other
- By touching the same things that sick people had already touched (as in the activity)



LESSONS 20 & 21: NATURAL PROTECTION FROM SICKNESS

Objective of the lesson

To make children understand some of the ways in which our bodies are protected from disease.

Time: 20 minutes for each lesson

Teacher's notes

1 It is better to develop this topic in two lessons: parts 1, 2 and 3 during lesson 20, and then revision of part 3 and the new work in part 4 during lesson 21.

The illustration for this lesson could be drawn by the children during an art/craft lesson.

2 For this set of five lessons on immunisation (lessons 20–25), you may wish to talk to someone from the Health Department so that they arrange their immunisation visit to your class during the teaching of this topic.

Materials needed

For the "art" activity, paper and pencil for each student.

Method

1 Ask the children to think about the last time they were sick. How did they feel? Discuss the fact that being sick is not fun.

(Answers: Sometimes we feel tired and our bodies ache or are painful; sometimes we do not feel like eating; sometimes we have to stay at home and rest instead of playing with our friends)

2 Ask the children to tell you some of the things that cause people to be sick. Listen to their ideas, and list some of them on the blackboard. Point out that many kinds of sickness are caused by germs. Discuss the following facts about germs:

- They are very small living things that are all around us right now
- They are so small that we cannot see them unless we have a microscope; remember the activity from lesson 18 (*show the children the picture of the microscope on page 80*)
- These very small living things are called germs or microbes
- They are in the air, on the tables and desks in this classroom; they are even inside our bodies
- Many microbes are helpful, but some microbes can cause sickness

3 Explain that our bodies are places where germs like to live because our bodies contain food and water which enable them to live.

Note: our bodies kill most of the harmful microbes that try to grow inside us.

Show the illustration on page 90 and explain the ways in which our bodies defend us against germs:

- Our skin keeps many microbes out of our bodies

- When we cut ourselves and the cut bleeds, the blood washes microbes away from the cut
- If it is windy, dust that contains microbes may get into our eyes; we blink to keep the dust out; tears also help to wash dust out of our eyes
- We may breathe in dust that contains microbes; tiny hairs in our noses stop the dust from getting further into our bodies
- Liquids in our mouths and stomachs kill some of the microbes that get into our mouths
- If microbes get past all of these defences, there are special things in our blood, called antibodies,* which kill microbes

* The prefix "anti-" means defence against something.

4 Tell the children that sometimes our bodies cannot kill enough of the harmful microbes.

- When our bodies cannot kill enough of the harmful germs, we may get sick
- Our bodies need help to fight some of these microbes.

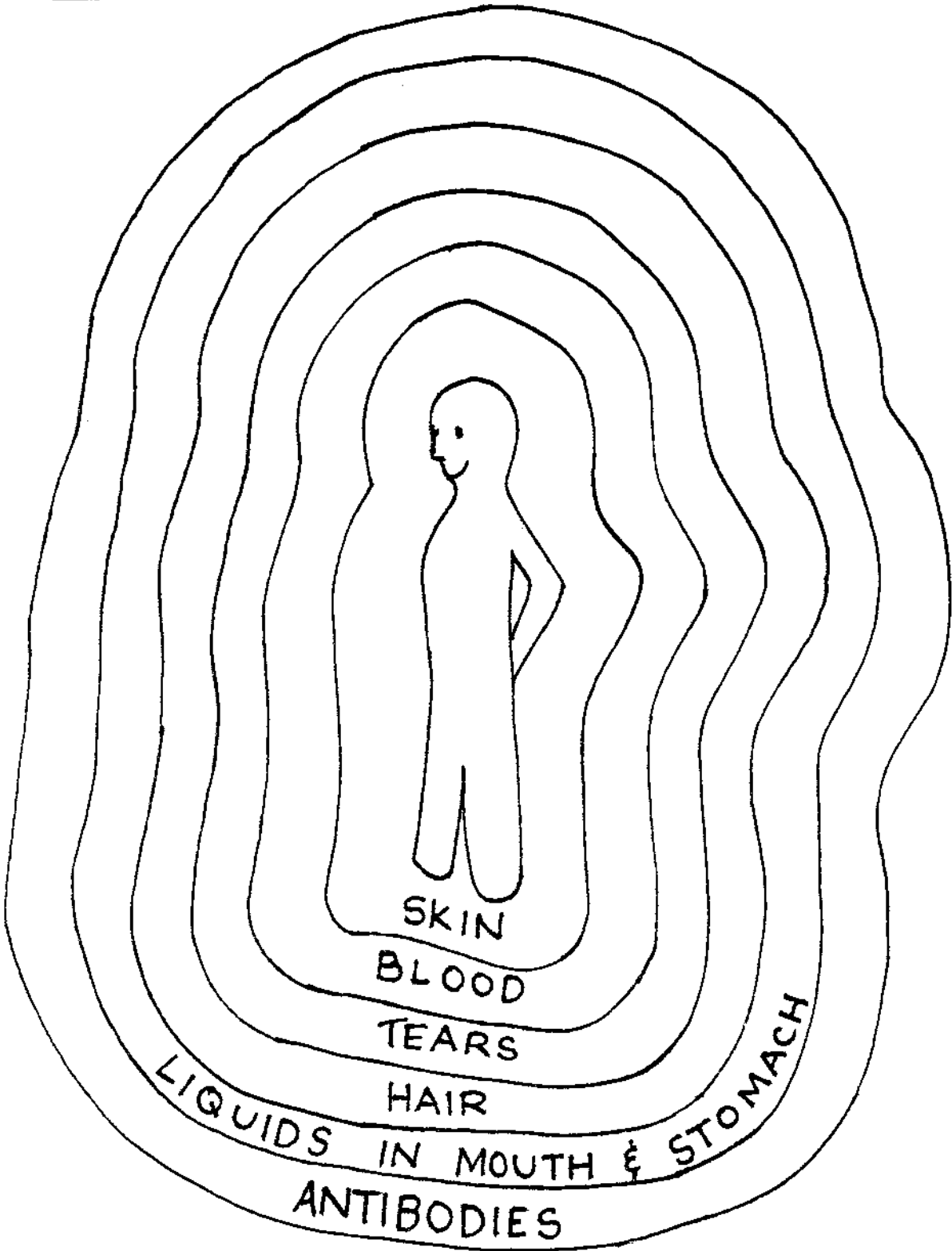
The following are things we can do to help our bodies kill the microbes:

- Take medicine, which kills some kinds of microbes
- Rest: this helps our bodies become stronger, so that they can kill microbes
- Eat healthy food: this helps our bodies become stronger, so that they can kill germs

Summary

- **Our bodies are places where microbes like to live**
- **Our bodies kill most of the harmful microbes that try to grow inside of us. The body is helped by our skin, blood, tears, nose hairs, the liquids in our mouth and stomach, and by antibodies**
- **There are things we can do to help our bodies kill the microbes, such as taking medicine, resting, and eating healthy food**
- **Prevention is better than cure**

OUR BODIES' DEFENCE AGAINST GERMS



LESSONS 22, 23 & 24: HOW IMMUNISATION PROTECTS US FROM SOME DISEASES

Objectives of the lesson

Using the example of the disease called Polio,

- To make children understand how immunisation works in their bodies
- To make children understand that the *protective* role of immunisation takes place in *healthy* bodies, *before* the disease attacks
- To make children aware that they should have immunisations during the time they are in school
- To develop among children a positive attitude towards immunisation

Time: 20 minutes for each lesson (or more at teacher's discretion)

Teacher's note

This topic is scheduled for three lessons. You may wish to talk to the Health Department *in advance* in order to plan these lessons, and to invite someone from the Health Department to talk to your class – not to take the lesson instead of you, but to reinforce what you have already taught. Show these lessons to your guest before he or she talks to the class.

Develop this topic at the students' pace.

Method

- 1 Remind the children of some of the important points from the last lesson:
 - Microbes live in our bodies because our bodies contain food and water for them
 - This is especially true of our blood, which contains a lot of water and food
 - Some harmful microbes may make us sick
 - But, happily, our bodies defend us against microbes; for example, in our blood there are special things called antibodies which kill microbes
 - When harmful microbes enter our blood there is a "war" between these microbes and the antibodies
 - When the harmful microbes are stronger than our antibodies, we get sick.

This is what we shall discuss in this lesson, using the example of the disease called "Polio". This disease is caused by very strong and very harmful microbes.

- 2 Tell the students that some time ago children in Vanuatu used to get Polio. These children were very sick. Some of the children could not use their arms, legs, or other parts of their bodies. Some were not able to breathe and they died.

Show the picture of children sick with Polio (*see page 95*). Ask the children:
- "Do you know why children in Vanuatu do not get Polio now?"

- 3 Explain that now children in Vanuatu do not get Polio because they are given medicine to protect them from Polio. They are given some medicine to drink by the school nurse. It is said that they are *immunised* against Polio.

What this does mean exactly?

– First, the immunisation medicine makes the antibodies in our blood stronger than the harmful Polio microbes. Then our antibodies are able to win the battle against the Polio microbes.

– Second, tell the children that the school nurse gives the immunisation medicine *before* the Polio microbes get into their bodies. In this way, their bodies are protected against the harmful Polio microbes when they enter the body. The Polio microbes will be killed and the children will not be sick with Polio.

Show the students the four illustrations on the following pages and read the accompanying text. After that, return to point 4 below.

4 Revise the points outlined in paragraph (3) above.

– Ask the students if they can remember what immunisation means.

(Answers: We are given certain kinds of medicine (immunisation medicine) which help to make our antibodies stronger so that our bodies can kill the microbes of some diseases (like Polio). We are given immunisation medicine when we are healthy, before the harmful microbes get into our bodies. In this way, we are prepared to defeat the disease whenever the microbes get into our bodies.)

– Stress the fact that if we are given the immunisation medicine *after* the microbes get into our bodies, the medicine will *not help*.

– Tell the students that we are given immunisation medicine against some very dangerous diseases that children can get very easily. We do not give immunisations against all the dangerous diseases.

– Tell the students that many of the immunisation medicines have to be given to us in an injection. It hurts for a very *short time* when we are given an injection. We *might* be a *little* sick for a short time. This is normal. It means that the immunisation medicine is helping our antibodies to be stronger.

– However, the students have to remember that this injection prevents them from becoming sick with diseases which can cripple or even kill them. It is worth having a brief moment of pain in order to have this protection from serious diseases.

Summary

– **When we are healthy, the nurse gives us medicine which immunises us against the disease called Polio**

– **This medicine makes our bodies very strong, so that they can fight and kill the Polio microbes**

– **Polio immunisation protects us against Polio**

– **Prevention is better than cure**

THE IMPORTANCE OF IMMUNISATION

Illustration 1

This is a child who has *not* been given Polio immunisation medicine. When the polio microbes get into his body, he becomes very sick.

Teacher's notes

Explain this illustration to the students carefully:

- Say that the rectangle *represents* the child's body and that the child has Polio. It is not the child's real body.
- Say that the real polio microbes do not look like this: the drawing shows them as being very much larger than they really are (we cannot see them with the naked eye). We have shown the polio microbes with naughty faces, because they make the child very sick.

Illustration 2

Here is the child who is very sick with Polio. He lies in bed. He could even die. If he recovers, he will be crippled (he might not be able to move his arms or legs) for the rest of his life.

Illustration 3

This is a healthy child. He is drinking the medicine which the school nurse has given him to immunise him against Polio. The antibodies inside the boy's body become very strong with the help of the immunisation medicine.

Teacher's notes

Explain the illustrations to the students carefully:

- Say that the rectangle in the drawing *represents* the child's body. The many smiling faces drawn inside the body *represent* the antibodies which become very strong with the help of the immunisation medicine.
- The drawing shows the antibodies with big hands which stop the bad microbes from causing harm. In reality the antibodies do not have big hands, but they work as if did to stop the microbes.

Illustration 4

This is a child who has been immunised against Polio. Now this child has polio microbes entering his body. The antibodies are strong from the immunisation medicine. The antibodies stop the polio microbes, and they are strong enough to *kill* them. The child stays healthy and happy. The child's body is *protected* against the polio microbes, so he will *not* be sick with Polio.

Teacher's notes

Again, explain the drawing to the students carefully:

- Emphasise the fact that the drawings *represent* the body, the microbes, and the antibodies.

– But what *is* true is that the child who drinks the Polio immunisation medicine stays healthy. The child is *protected against Polio*.

You should now go back to page 92 and revise the material covered so far.

ILLUSTRATION 1

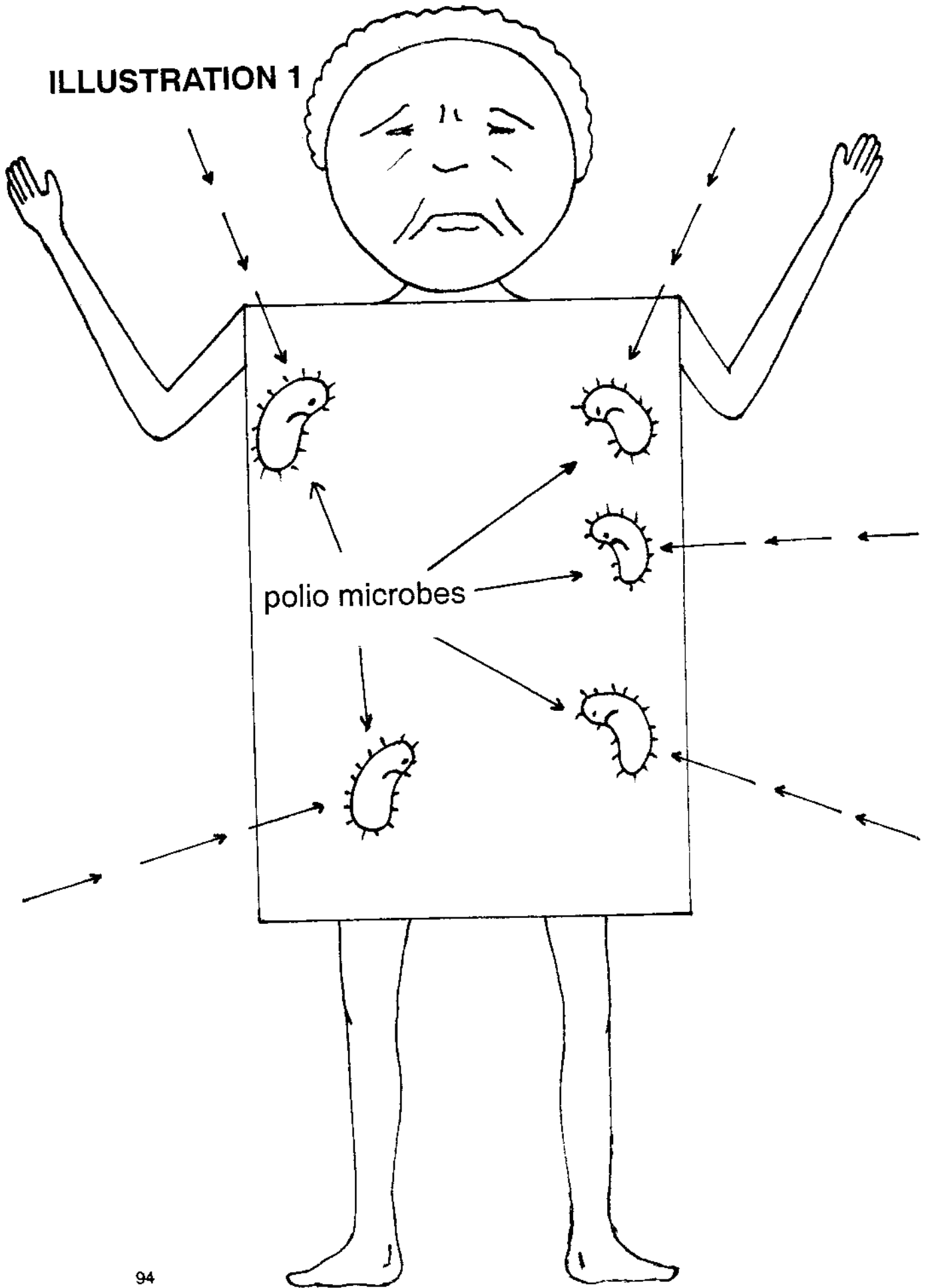
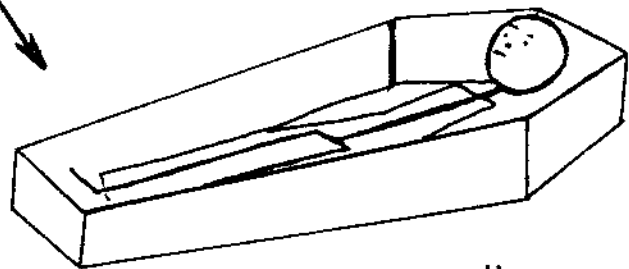
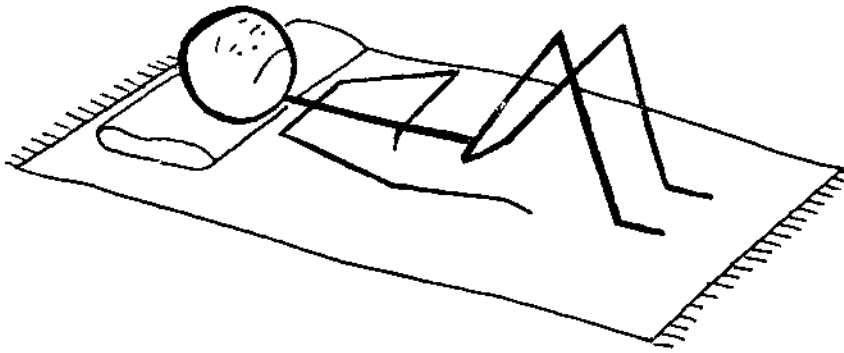
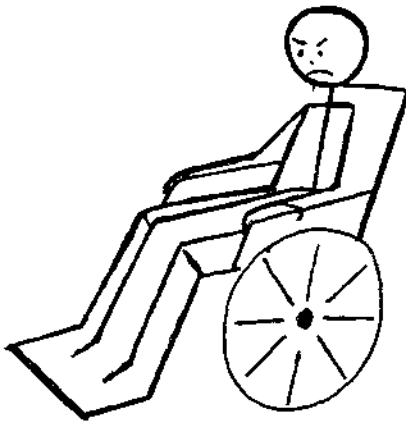


ILLUSTRATION 2:

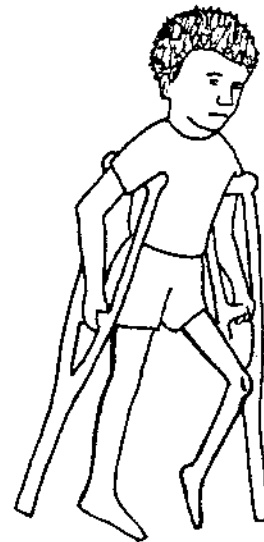
**PERSON BECOMES SICK WITH POLIO
MICROBES DESTROY PARTS OF THE BODY**



person may die



person may not be able to use
arms, legs, or other parts of
the body



person may need to walk
on crutches

ILLUSTRATION 3: A CHILD DRINKING POLIO MEDICINE

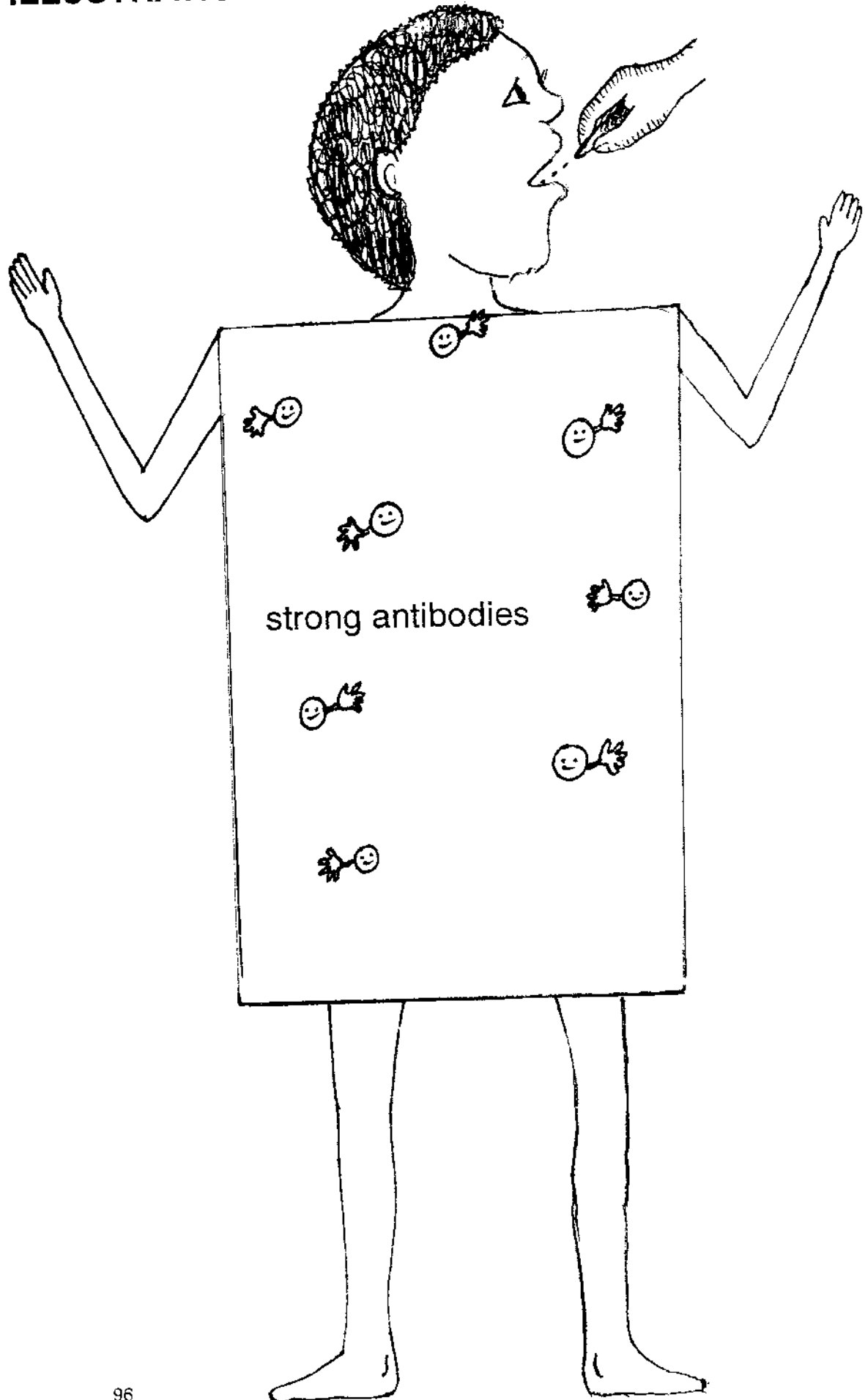
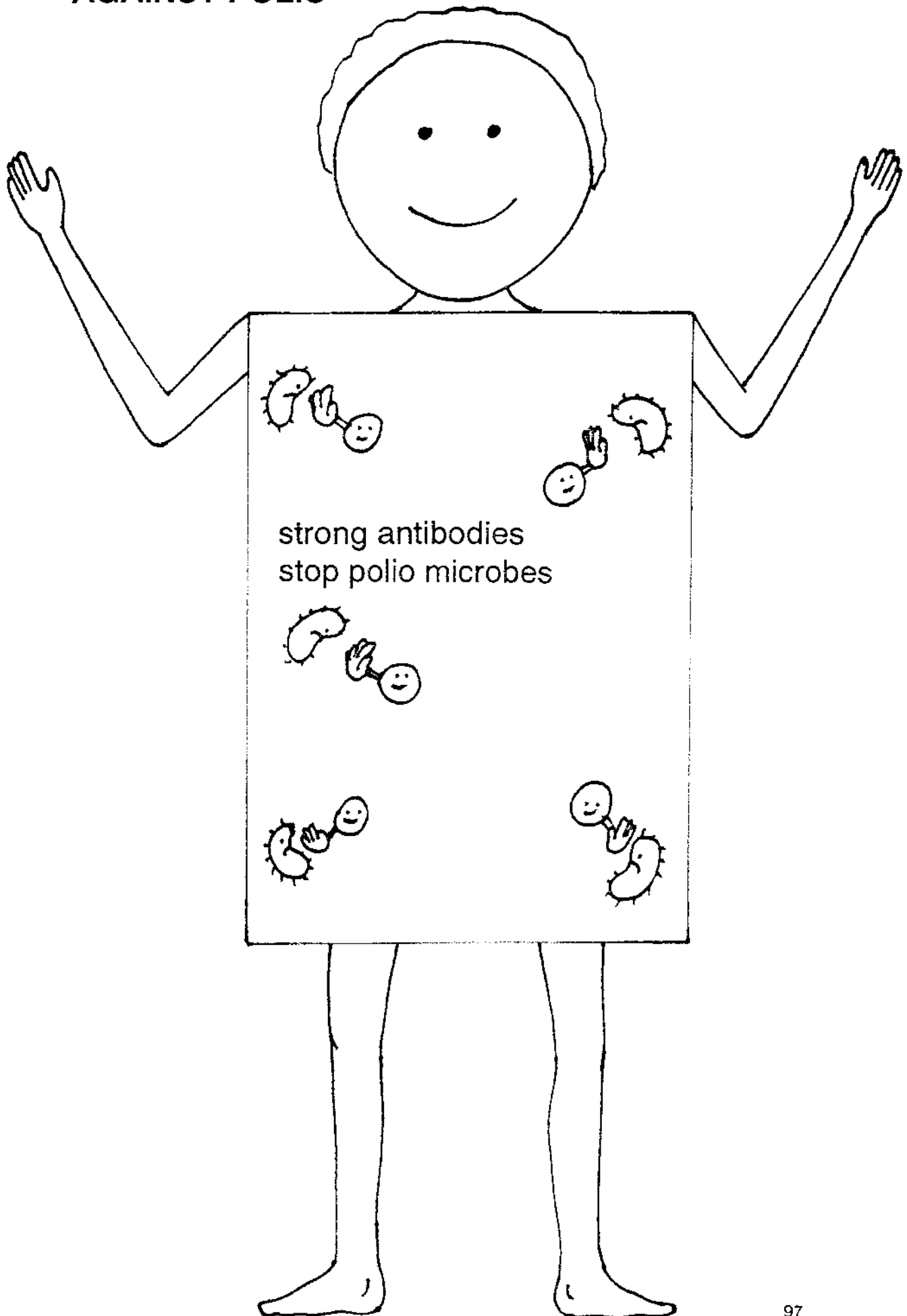


ILLUSTRATION 4: AN IMMUNIZED CHILD PROTECTED AGAINST POLIO





**Term 3: Intestinal Worms – Immunisation –
Nurse's Role in School Health**

LESSON 25: CHILDREN'S GROWTH – MEASUREMENT OF PUPILS' HEIGHT

Objectives of the lesson

- To involve children in monitoring their own growth
- To make children remember that healthy children eating healthy food grow taller as they grow older

Time: 20 minutes

Teacher's note

In the Nutrition course children have already learned why they eat, and what the growth or body-building foods are. It is important to stress the link between a healthy body, healthy food and children's growth.

Materials needed

The coconut tree growth chart used in lessons 1 and 13.

Method

- 1 Show the the children the picture on page 101 and say:
 - "This is a picture of a healthy baby. He is growing well. Can you tell me why he is growing well?"
(Answers: *He is growing well because his mother gives him plenty of good food and breast milk; because his mother gives him a lot of love*)
- 2 Show the picture of the boy swimming. Say:
 - "Does this boy look healthy or does he look sick?"
(Answer: *He looks healthy*)
 - "How can you tell he looks healthy?"
(Answer: *He is strong; he knows how to swim; he smiles; he looks happy*)
- 3 Ask the children to mark their heights and let them see how much taller they are (*for details, see lesson 1*).

Summary

- Healthy children will grow tall
- Healthy food helps children to grow tall
- Taller children we will be





LESSON 26: THE DANGER OF INTESTINAL WORMS FOR OUR HEALTH

Objective of the lesson

To make students understand the danger of worms when they live in the human body.

Time: 20 minutes

Teacher's notes

You will have noticed that you will have to teach six lessons on the topic of intestinal worms. Why? Because worm diseases affect most of the school-children of Vanuatu. Round-worms can lead to children's death. All the worm diseases lead to sickness, weakness and anaemia in children.

Intestinal worm diseases are the main cause of school absenteeism, lack of attention in the classroom, and therefore of bad school results. *The best teacher and the best teaching methods cannot help children literally eaten by worms.*

Some good medicines exist and children should be treated regularly. But, as you will see in these lessons, re-infections can recur endlessly. Only *prevention* can *definitely* cut the worms' life-cycle.

Method

1 Tell the students the story of Thomas. Show them the pictures on the following pages as you tell the story.

2 Discuss the story with the class. Ask:

– "Why was Thomas so thin?"

(Answer: The worms were eating the food in his stomach)

– "How did the worms get inside Thomas's body?"

(Answer: The worm eggs were on the food he ate, or in the water he drank, or the worms got into his feet because he walked around with bare feet)

– "Why does Thomas have a big stomach?"

(Answer: There are worms in his belly)

– "How can Thomas get rid of the worms?"

(Answer: He should go to the clinic to get some medicine that will kill the worms)

– "Why should you wash your hands after going to the toilet?"

(Answer: To wash off worm eggs and germs that make us sick)

– "Why was it bad for Thomas to use the bushes as a toilet?"

(Answer: He passes out more eggs; flies carry them to food; the rain washes the faeces to the water in any nearby river; later on, the worms can get into bare feet if somebody treads in the same place)

3 Ask the children if they, or someone they know, has been sick like Thomas. What did they do? Did they take medicine? Did they get well? Did they wash their hands after going to the toilet? Did they use the toilet instead of the bushes?

Summary

- Worms can live in our bodies and they can make us sick
- These worms can be killed by medicine that we can get from the nurse
- There are three ways of avoiding getting worms:
 - having clean hands
 - eating clean food
 - using good toilets
- Prevention is better than cure

THE STORY OF THOMAS

Illustration 1

This is a story about Thomas. He feels very weak and he looks very thin. Thomas likes to rest when his friends are playing and swimming.

Illustration 2

Thomas is sick because he has *worms* inside his stomach. That is why his stomach is so big.

Illustration 3

Thomas has worms because he may have eaten the worm eggs that were on food or fruit that has not been washed before eating. He may have drunk dirty water. The worm eggs are very, very small, but these very small eggs hatch into very big worms. Sometimes the worms are 28–30 centimetres long. Thomas never washes his hands before he eats or after going to the toilet. The worm eggs may have been on his hands.

Illustration 4

Thomas passes out more worm eggs when he goes to the toilet. He uses the bushes near the school instead of a good toilet. This leaves many worm eggs on the ground, which flies can carry to food and water. Other children might also get worms through their bare feet if they walk through the same place where Thomas has passed his faeces.

Illustration 5

Thomas is now very sick. He is very sad. He thinks he just has a cold, because he coughs a lot. He does not have a cold at all. It is the worms that are making him cough. Thomas should go to the clinic to get medicine for the worms, but he does not know that. Poor Thomas!



Illustration 1

This is a story about Thomas. He feels very weak and he looks very thin. Thomas likes to rest when his friends are playing and swimming.

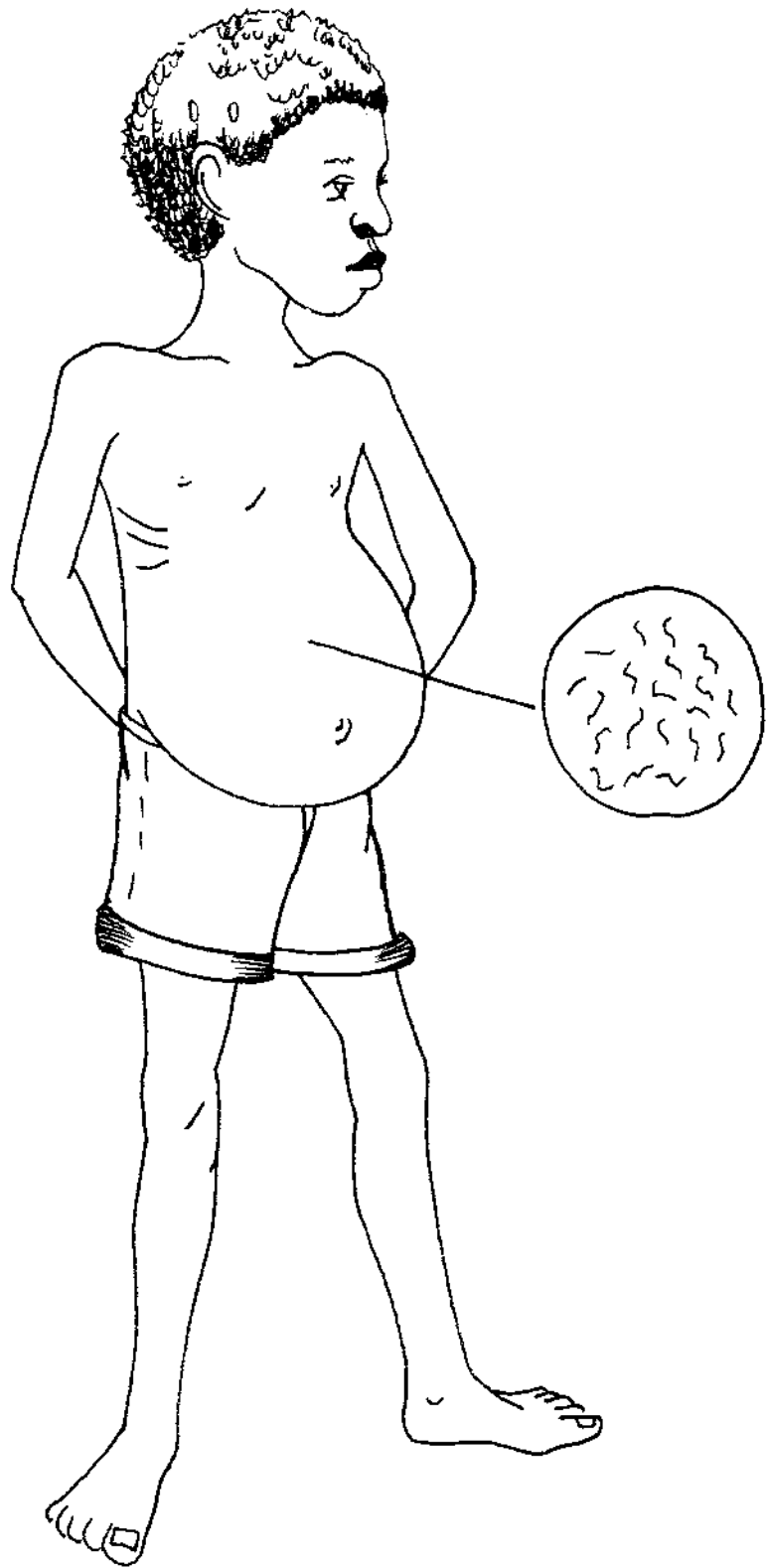


Illustration 2

Thomas is sick because he has *worms* inside his stomach. That is why his stomach is so big.

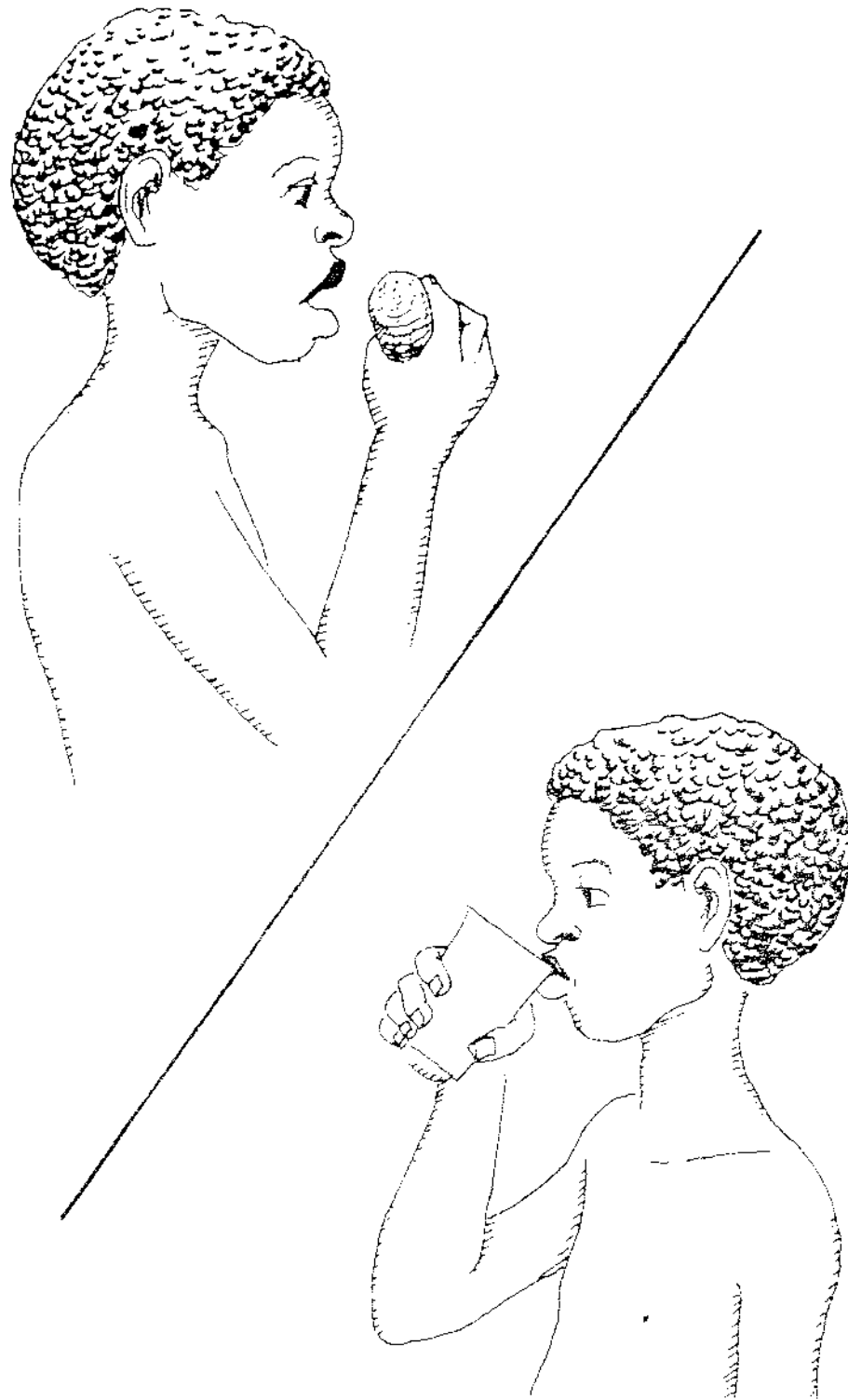


Illustration 3

Thomas has worms because he may have eaten the worm eggs that were on food or fruit that has not been washed before eating. He may have drunk dirty water. The worm eggs are very, very small, but these very small eggs hatch into very big worms. Sometimes the worms are 28–30 centimetres long. Thomas never washes his hands before he eats or after going to the toilet. The worm eggs may have been on his hands.



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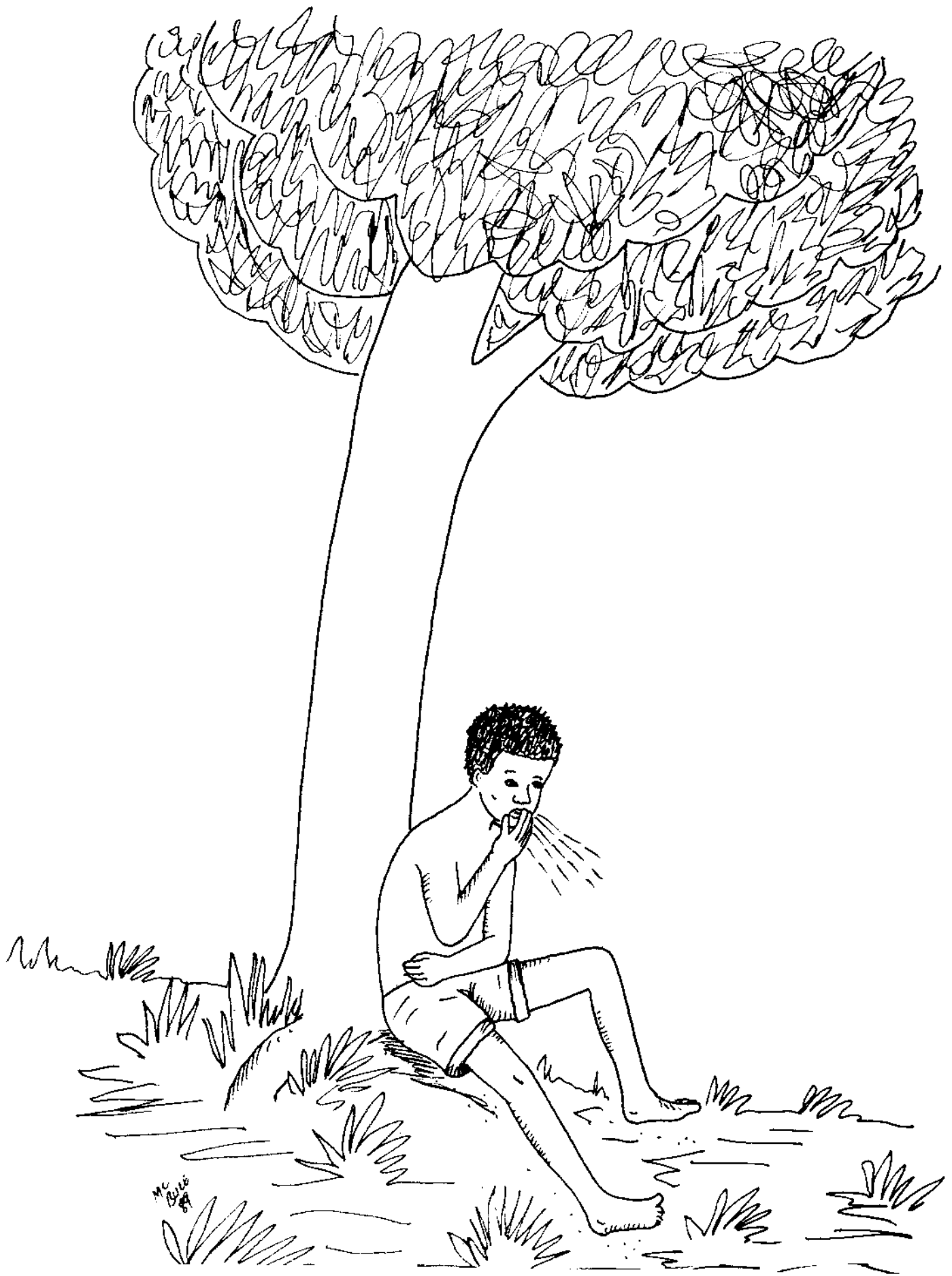


Illustration 5

Thomas is now very sick. He is **very sad**. He thinks he just has a cold, because he coughs a lot. He does not have a **cold** at all. It is the worms that are making him cough. Thomas should go to the clinic to get medicine for the worms, but he does not know that. Poor Thomas!

LESSONS 27 & 28: ROUND-WORMS – HOW DO WE CATCH THEM AND HOW DO WE PREVENT THEM?

Objectives

- To introduce children to the round-worm's life-cycle
- To explain to students the different ways of interrupting the life-cycle

Time: 20 minutes foreach lesson

Teacher's notes

There might be some confusion between round-worms and thread worms (or pin worms). Round-worms are long, about 25cm, and look like long, white noodles. Pin worms are small (about 1cm) and very thin. Pin worms lay thousands of eggs just outside the anus. This causes itching, especially at night.

The treatment and the prevention of these two kinds of worms are the same. *When one child in a family has worms, it is wise to treat the whole family and for clean habits to be adopted by every member of the family.*

Preparation for the lesson

On two separate sheets of paper make two drawings (one drawing on each sheet) showing (a) the round-worm's life cycle and (b) how to stop it. The drawings are very simple to do (*see the models on p.112*). At the end of the lessons display them at the front of the classroom as a reminder during lessons 29, 30 and 31.

Materials needed

- Paper and pencil for you and each student
- Ask the nurse if she or he has some bottled round-worms to illustrate these lessons.

Method

- 1 Introduce the subject by telling the children:
 - "There are many kinds of worms which can live in our bodies."
 - "Today we shall discover one that is very common among schoolchildren and other people and which can make them very sick."
 - "Its name is the round-worm."
 - "Its length is about 25 cm."

Show the students the illustration on page 113, or, if you have them, the bottled worms loaned by the nurse.

- "These worms are often seen in the stools of sick people who have been given some medicine to kill the round-worms."

- 2 Read through the story of Thomas using the following pictures and text; this time the story goes into greater detail so that the round-worm's life-cycle and the different ways to stop it can be understood more easily.

- 3 Draw the round-worm's life-cycle on the blackboard. Explain the pictures as you draw them. The drawing of the sick child with round-worms is associated with Illustrations 1, 2 and 3 of the story. The drawing of the worm eggs in the

faeces is associated with Illustrations 4 and 5 in the story. The drawing of worm eggs going into the mouth is connected with Illustration 6 in the story. The circle is closed with Illustration 7.

4 Discuss how the life-cycle can be stopped. Let the children guess. In this way you will see whether they have understood the lesson.

Here are the rules to follow:

- When you are sick, take medicine to kill the worms in your body. Then you will be healthy again and you will not pass on the worms to others.
- Use a good toilet: that is to say a clean toilet with a door which prevents flies getting inside; then the worm eggs will not be exposed in the open air.
- Wash your hands after using the toilet.
- Wash your hands before eating and eat clean food.

5 To end these lessons, display the drawings you have prepared.

6 During the next art lesson ask students to copy the drawing of the round-worm's life-cycle.

Summary

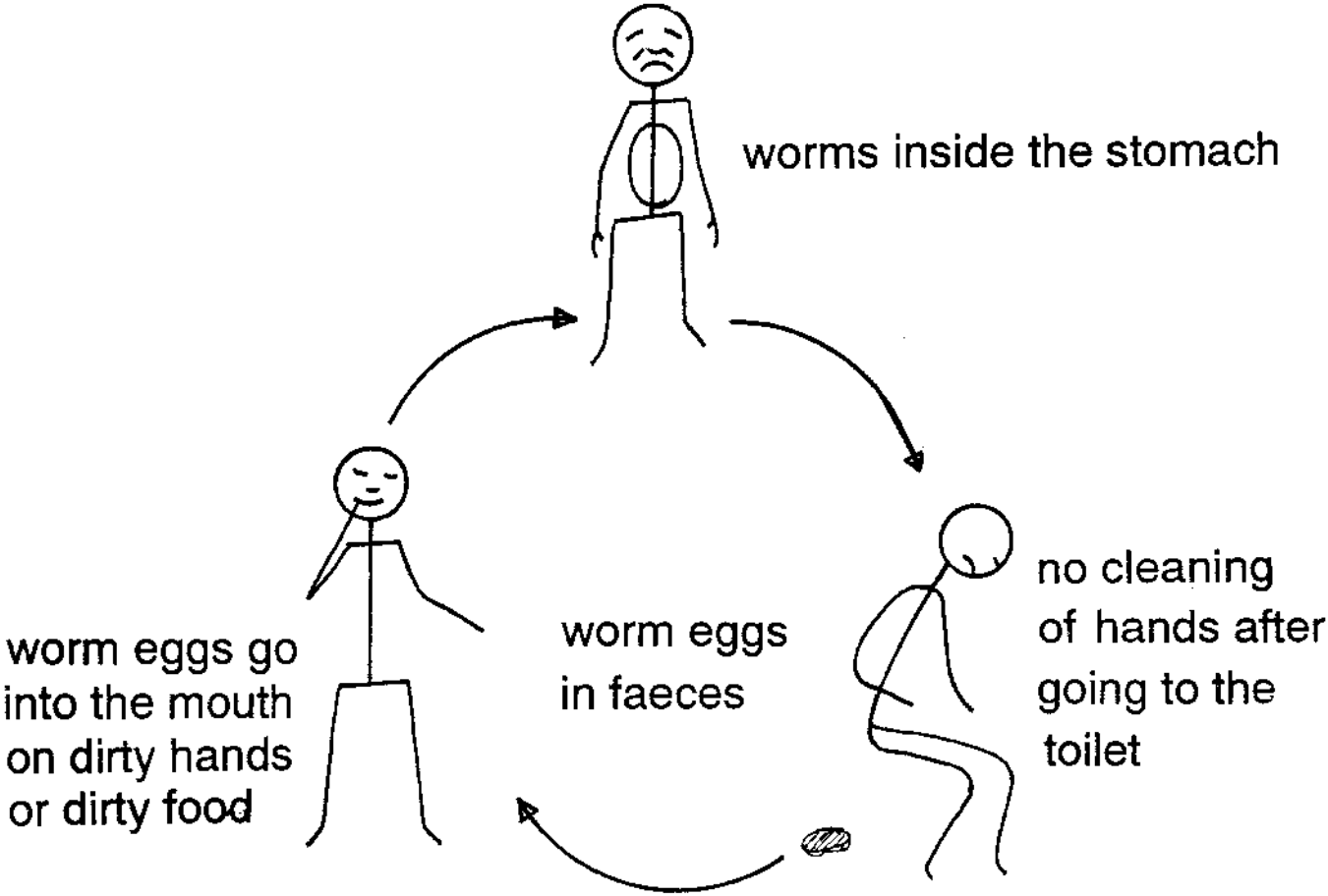
- **Round-worms live in our bodies (in our intestines) and eat the food we eat; this explains why people with round worms in their body feel weak and have pains in their stomach; they are very thin and have a big stomach**

- **Round-worms get into the body through the mouth, through people eating their small eggs**

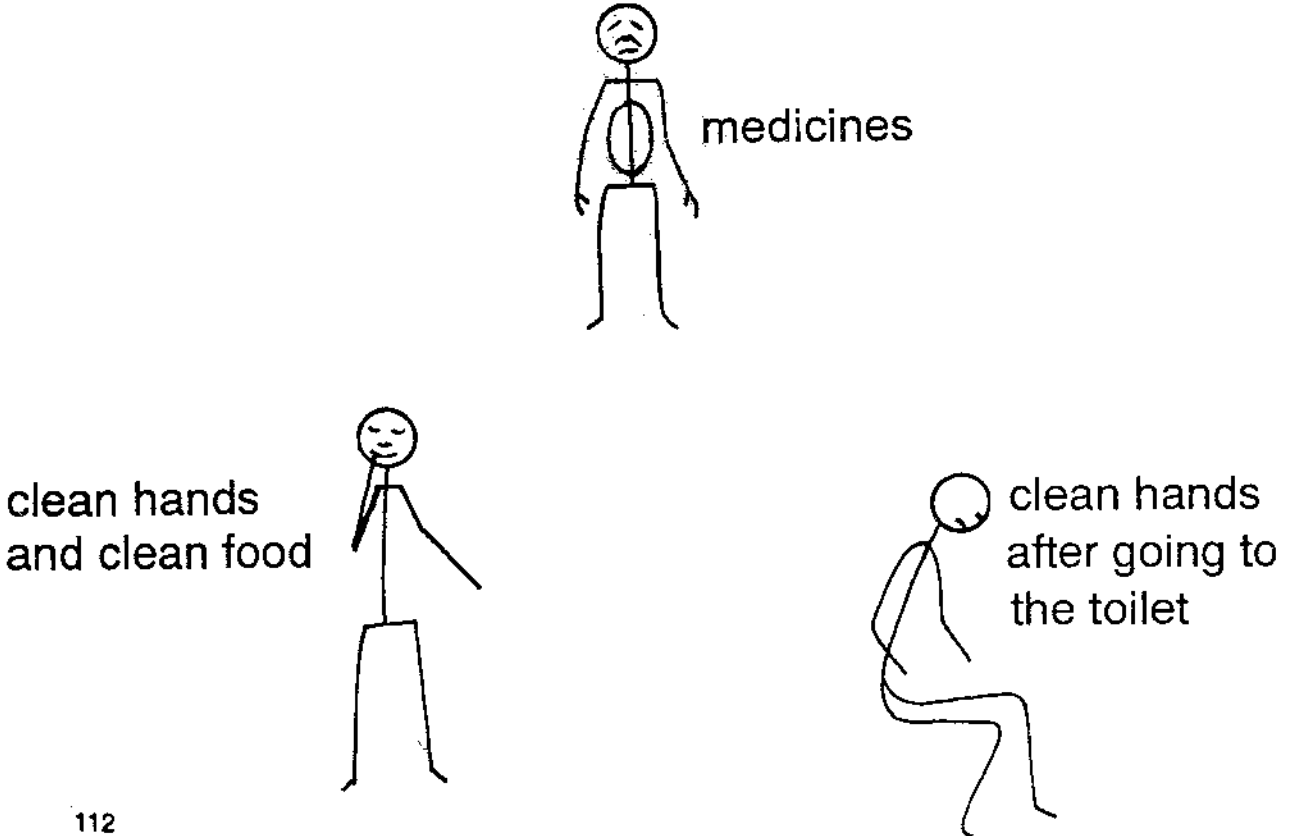
- **To protect ourselves against round-worm disease we should**
 wash our hands before eating and after using the toilet
 eat clean food
 use good toilets

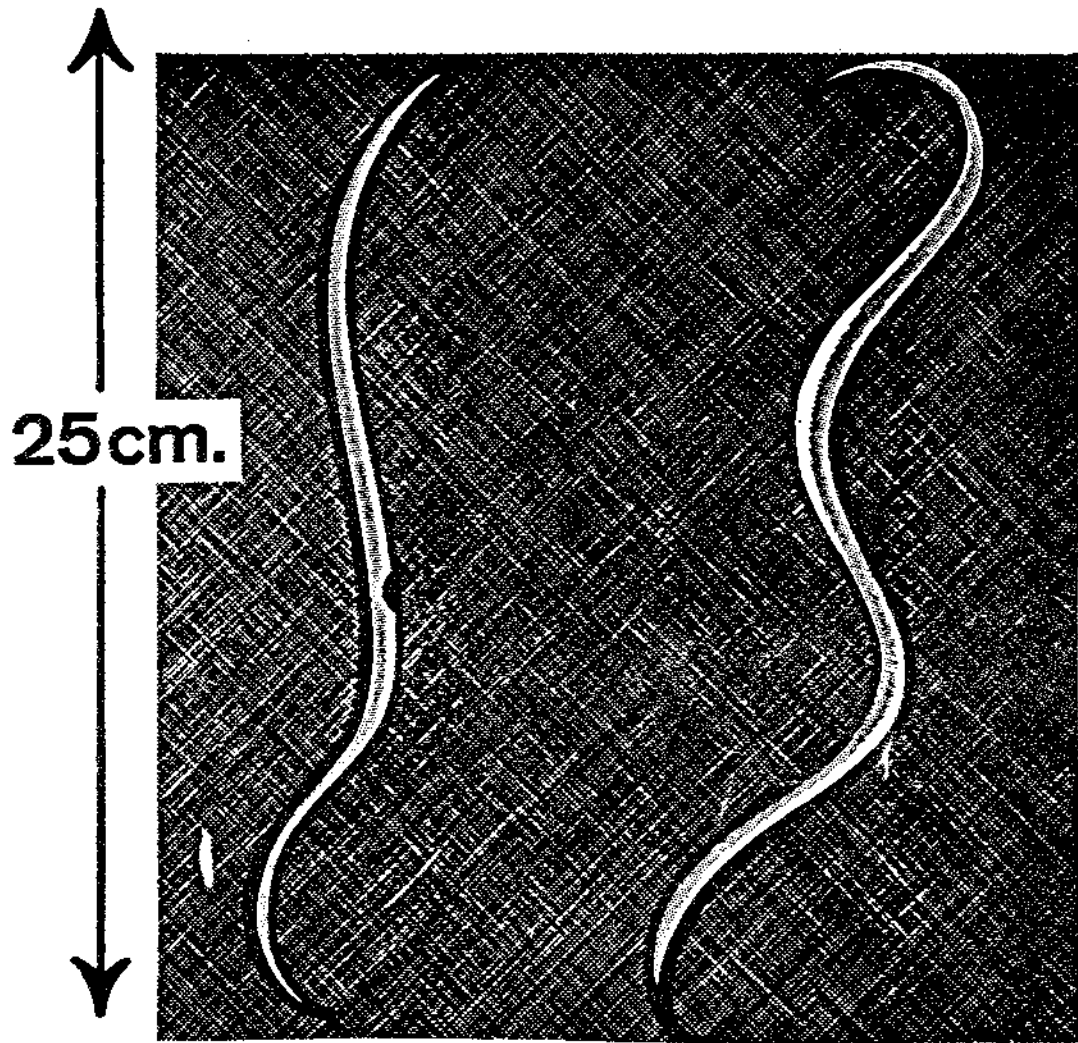
- **Prevention is better than cure**

ROUND-WORM'S LIFE-CYCLE



HOW TO STOP IT





ROUNDWORMS

THOMAS GETS ROUND-WORMS

Illustration 1

Do you remember Thomas? He looks very thin. He feels very weak. His stomach is big, because he has *worms* living inside it. The worms are called *round-worms*.

Illustration 2

Now we see what is happening inside Thomas's body. He is eating a mango, with very small round-worm eggs on it. The eggs are so small that Thomas cannot see them with the naked eye.

The small eggs enter his body through the mouth, and travel until they find the intestine. The worms' eggs like to stay and grow in the intestine. (The intestine is in the stomach.)

What will happen next?

Illustration 3

This is a picture of Thomas's intestine. You see the worm eggs and the round-worms. The worms need some food to grow. They eat Thomas's food. This explains why Thomas is very thin and feels very weak.

Illustration 4

Thomas passes a lot of round-worm eggs when he goes to the toilet. In this picture he uses the bushes near a mango tree instead of a good toilet. A river is flowing near the mango tree (on the right-hand side of the illustration).

Illustration 5

This leaves many round-worm eggs on the ground in the open air where the flies can pick up and carry the eggs on to food. With the rain, these worm eggs are taken away in the river. The eggs are very strong because they can live for many years on the ground and in water.

Illustration 6

Some time later, during the mango season, Thomas is playing around the mango tree. He catches round-worm eggs on his hands. On the ground he finds mangoes covered with round-worm eggs. Thomas does not wash his hands; he does not clean the mango before eating it. What will happen?

Illustration 7

A few days later Thomas is very sick again. The round-worms make him cough a lot. He has got pains in his stomach. He feels weak and sad. He needs some medicine to kill the round-worms.

With the medicine Thomas will be healthy again and he will stop giving worms to others.

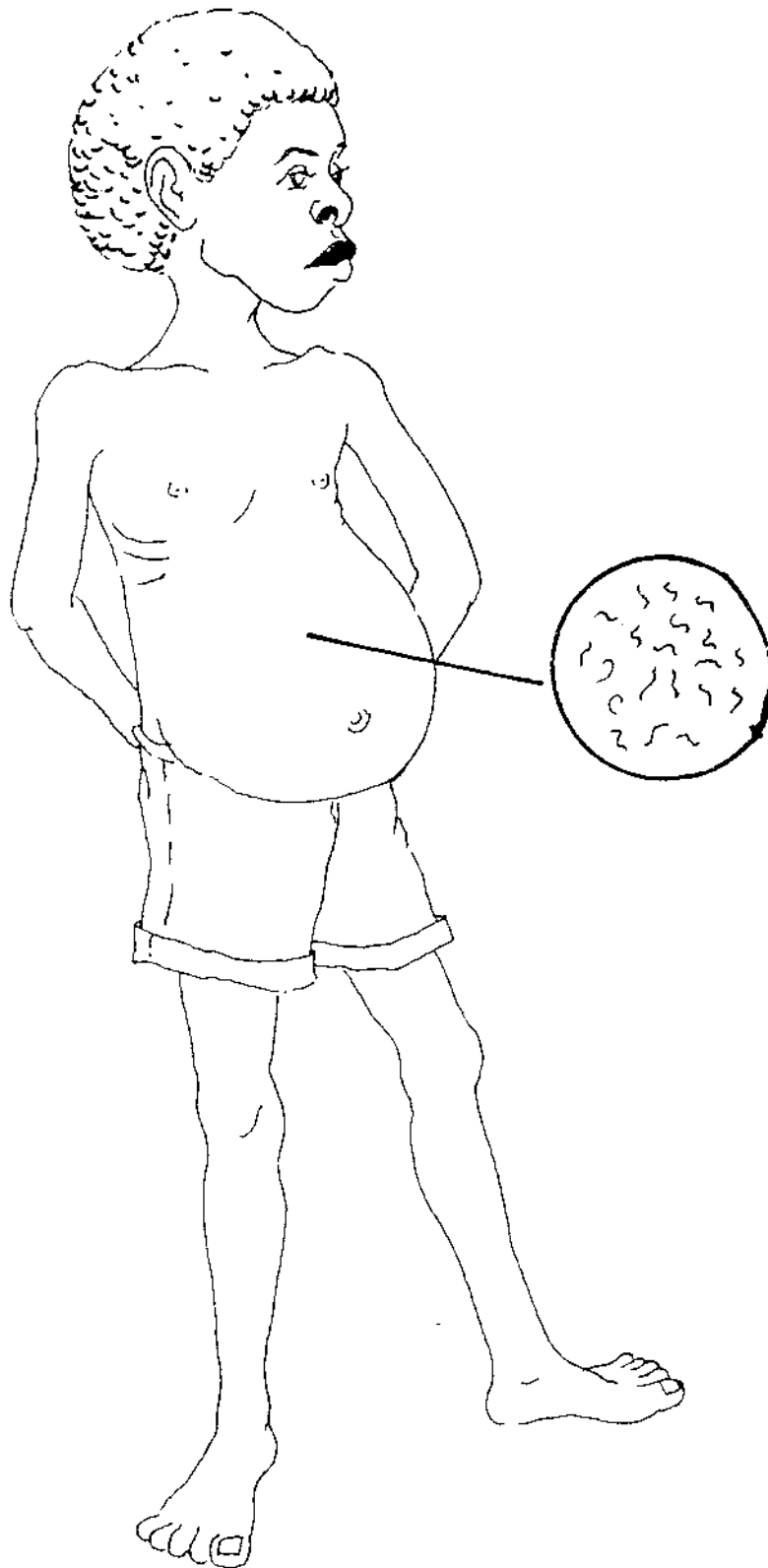


Illustration 1

Do you remember Thomas? He looks very thin. He feels very weak. His stomach is big, because he has *worms* living inside it. The worms are called *round-worms*.

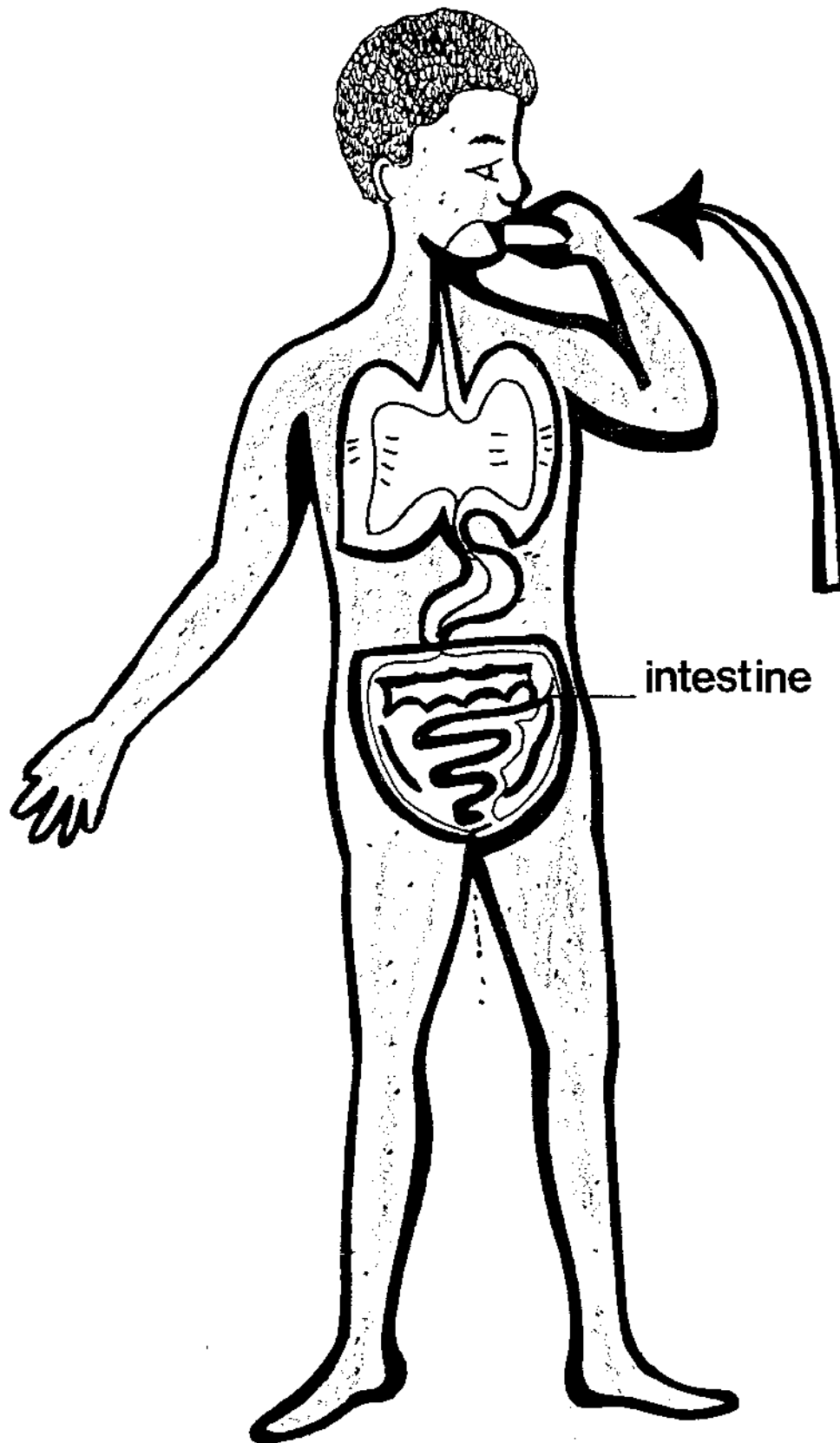


Illustration 2

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The small eggs enter his body through the mouth, and travel until they find the intestine. The worms' eggs like to stay and grow in the intestine. (The intestine is in the stomach.)

What will happen next?

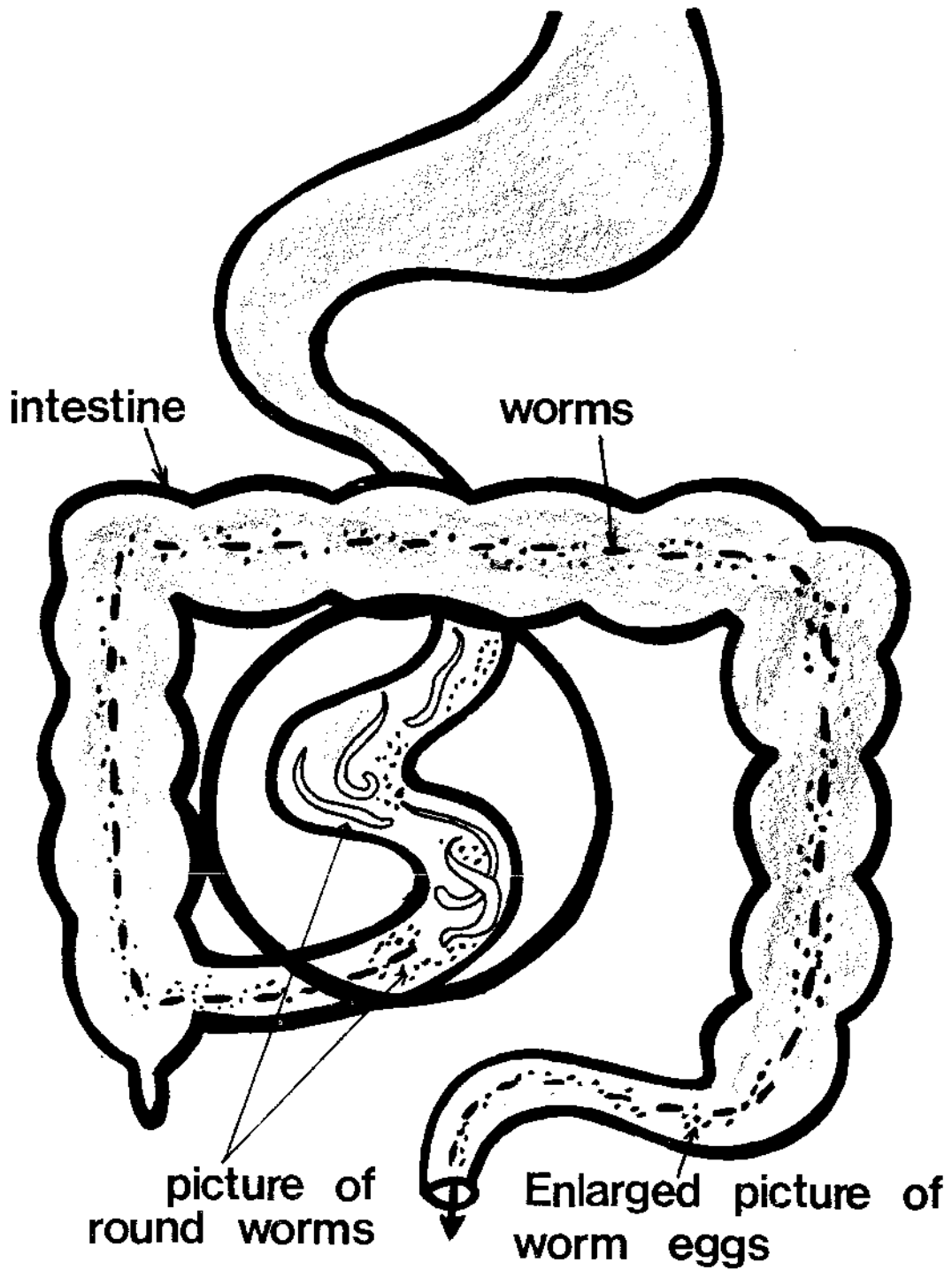


Illustration 3

This is a picture of Thomas's intestine. You see the worm eggs and the roundworms. The worms need some food to grow. They eat Thomas's food. This explains why Thomas is very thin and feels very weak.



Illustration 4

Thomas passes a lot of round-worm eggs when he goes to the toilet. In this picture he uses the bushes near a mango tree instead of a good toilet. A river is flowing near the mango tree (on the right-hand side of the illustration).

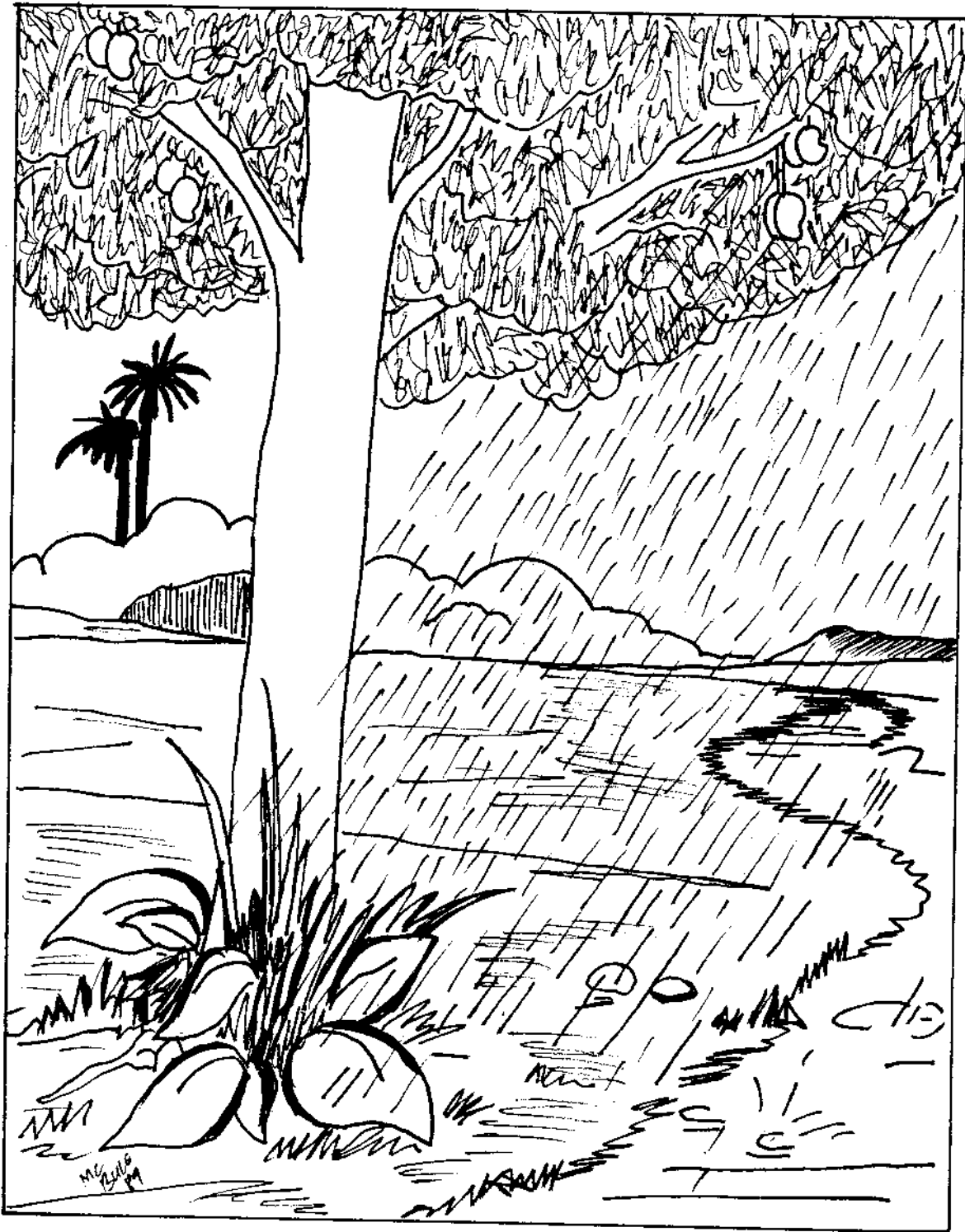


Illustration 5

This leaves many round-worm eggs on the ground in the open air where the flies can pick up and carry the eggs on to food. With the rain, these worm eggs are taken away in the river. The eggs are very strong because they can live for many years on the ground and in water.



Illustration 6

Some time later, during the mango season, Thomas is playing around the mango tree. He catches round-worm eggs on his hands. On the ground he finds mangoes covered with round-worm eggs. Thomas does not wash his hands; he does not clean the mango before eating it. What will happen?

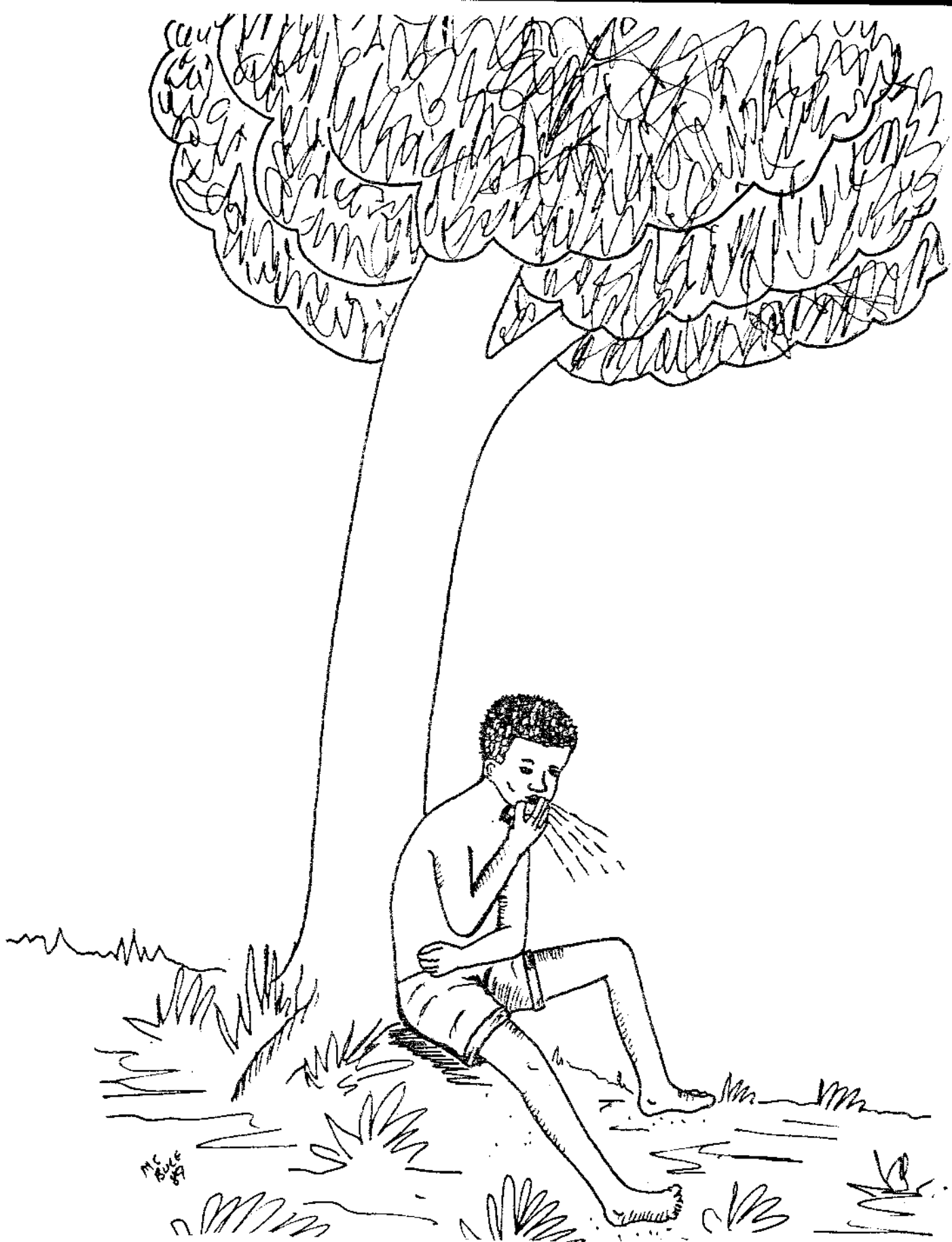


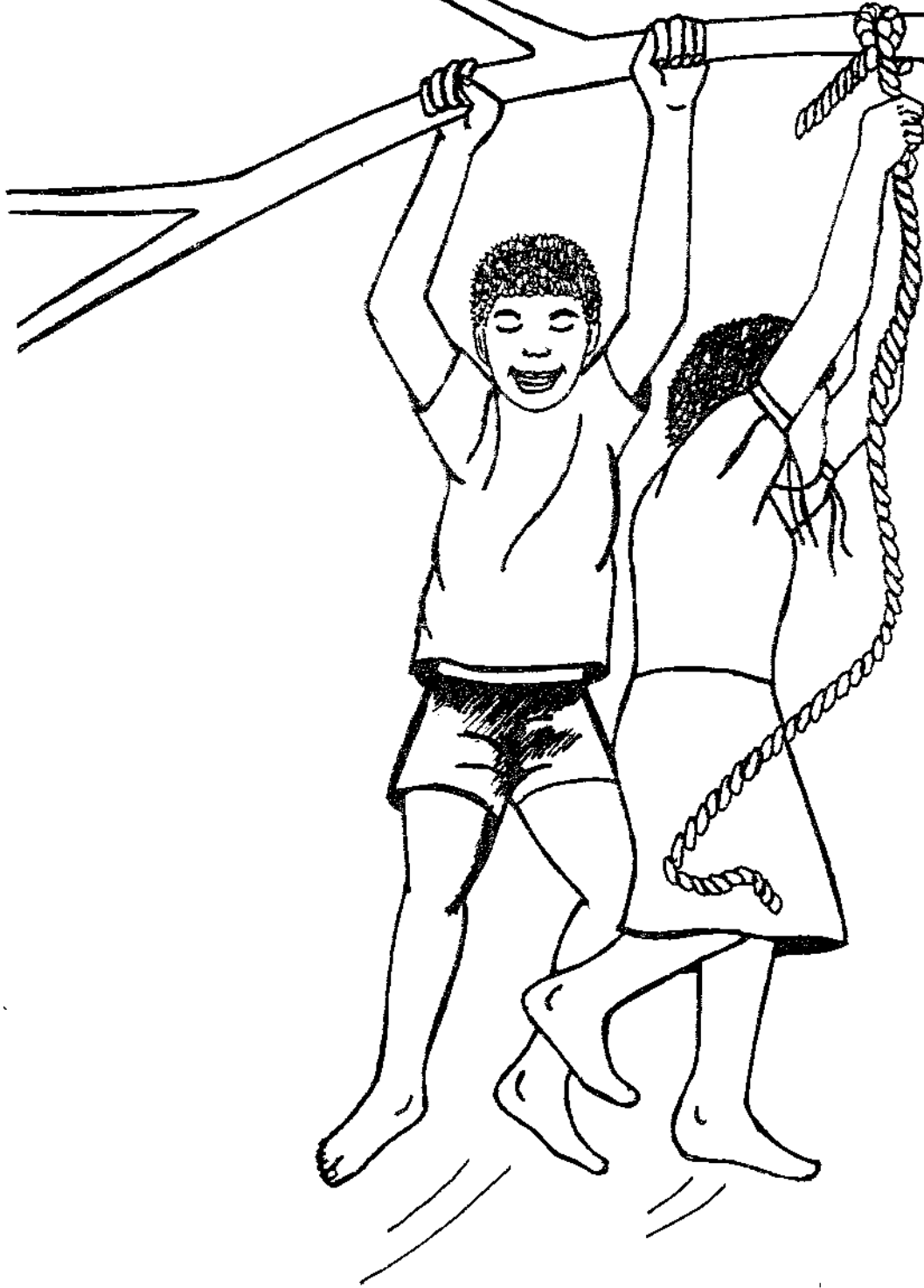
Illustration 7

A few days later Thomas is very sick again. The round-worms make him cough a lot. He has got pains in his stomach. He feels weak and sad. He needs some medicine to kill the round-worms.

With the medicine Thomas will be healthy again and he will stop giving worms to others.



we are strong
we are free of worms



LESSON 29: HOW HUMAN WASTES CAN SPREAD INTESTINAL WORM DISEASES

Objectives of the lesson

To evaluate the students' knowledge of round-worm infection.

Time: 20 minutes

Teacher's note

It might seem as if the lesson will take longer than 20 minutes. In fact, by presenting the information in a different way, the children will revise what they have already learned.

Method

Read the story "Our wastes can spread sickness". Show the pictures as you tell the story. Emphasise any of the points you think are particularly important.

Summary

- Our wastes can be dangerous for our health because they can contain round-worm eggs
- Round-worms get into our bodies through our mouths
- Wastes can get into our mouths when:
 - we forget to wash our hands after going to the toilet
 - flies land on our food, having first landed on and covered their legs with our wastes

OUR WASTES CAN SPREAD SICKNESS

Illustration 1

Our wastes can be dangerous. A piece of waste can be so small that we can't see it, but it can make even a big man very sick. Our wastes have germs in them. Our wastes also have other bad things in them like round-worm eggs.

Illustration 2

If we look at wastes, can we get sick? No. The wastes must get into our mouth. There are many ways that wastes can get into our mouth.

Illustration 3

Johnny is 6 years old. Johnny is not very careful. Johnny drops his wastes in the bushes. Johnny then runs out to play. What does Johnny forget to do?
(Answer: To wash his hands)

Illustration 4

Johnny forgets to wash his hands after dropping his wastes. He will have small pieces of waste on his hands. Mother is calling Johnny. Johnny runs home for dinner. Johnny is eating his dinner.

Illustration 5

Johnny doesn't know that his dirty hands will make him sick. Johnny is eating his delicious dinner. Johnny is happy after dinner. Will something happen to Johnny tomorrow?

Illustration 6

Yes. The next day, Johnny doesn't feel well. His stomach hurts. Later Johnny gets diarrhoea. Why did Johnny get sick?

Illustration 7

Johnny got sick because he ate the small germs and worm eggs on his dirty hands. They made Johnny sick. Johnny is unhappy. Johnny did not have to get sick. He could have prevented his sickness. How?

Illustration 8

Johnny could have washed his hands after dropping his wastes. He could have washed the germs off his hands. If Johnny had washed his hands after dropping his wastes, he would be well and happy today. Wastes on our hands are dangerous. Wastes on our food are dangerous, too. How do wastes get on our food?

Illustration 9

Wastes can fly! Not by themselves, but on the hairy legs of flies. Flies like to walk on wastes, and by doing that they get their legs covered with wastes. Then the flies fly on to our food. When they land on our food, can we get sick? Yes, if we eat food that flies have been on, we can get very sick. If we drink from a cup flies have been on, we can get sick. If we eat from a spoon that flies have been on, we can get sick. The food, the cup and the spoon are now dirty. There are germs and worm eggs wherever the flies have landed.

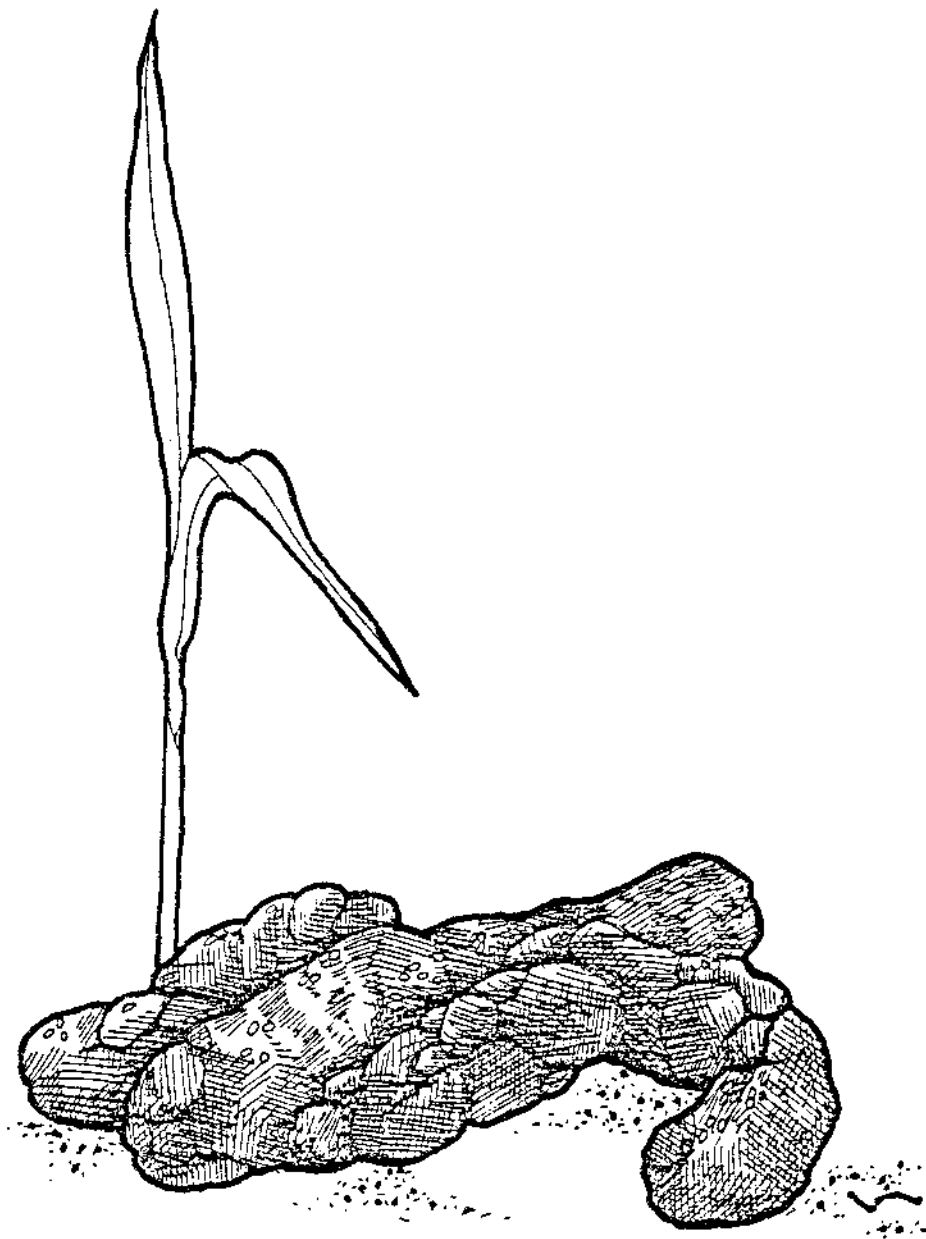


Illustration 1

Our wastes can be dangerous. A piece of waste can be so small that we can't see it, but it can make even a big man very sick. Our wastes have germs in them. Our wastes also have other bad things in them like round-worm eggs.



Illustration 2

If we look at wastes, can we get sick? No. The wastes must get into our mouth. There are many ways that wastes can get into our mouth.



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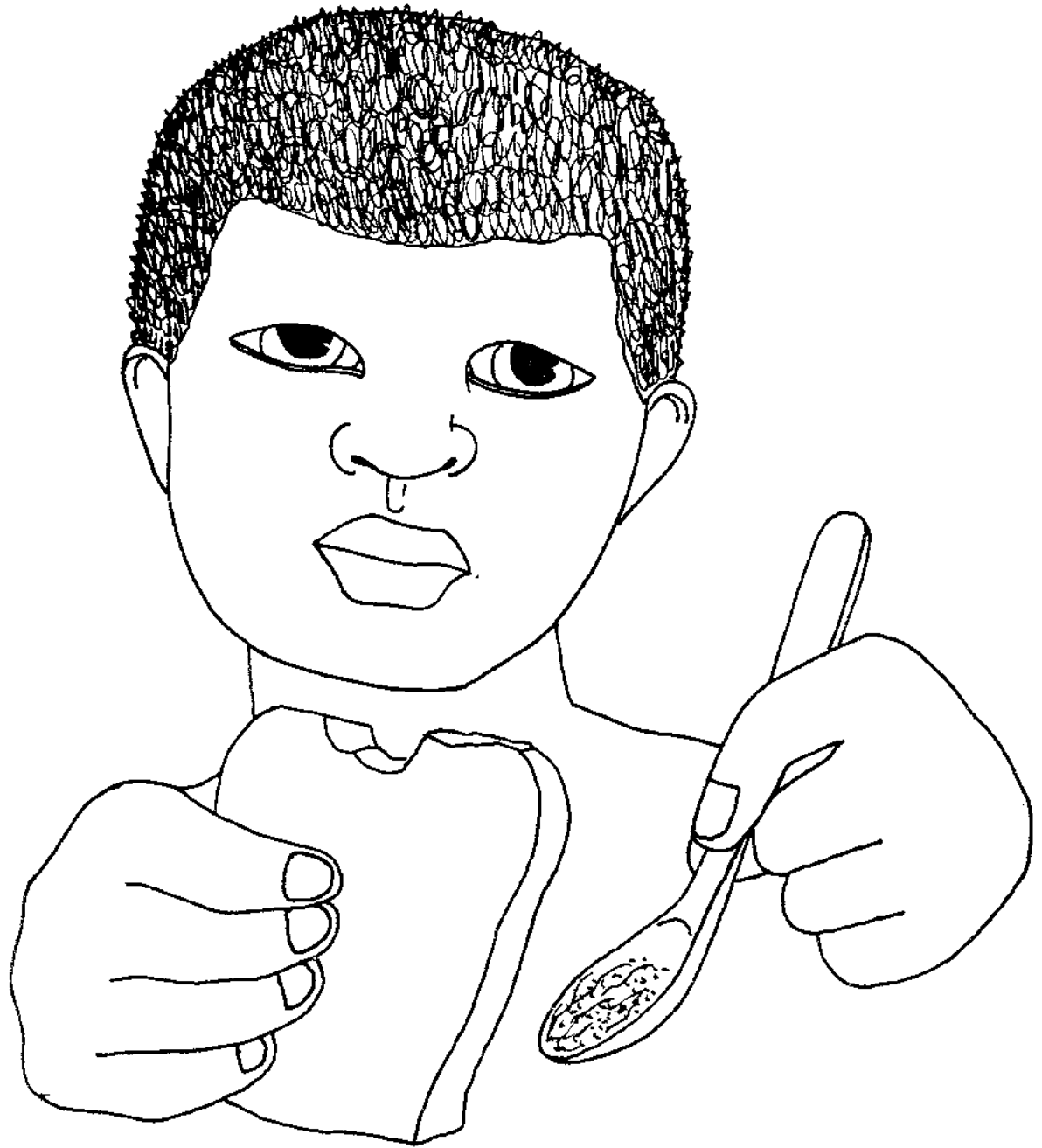


Illustration 4

Johnny forgets to wash his hands after dropping his wastes. He will have small pieces of waste on his hands. Mother is calling Johnny. Johnny runs home for dinner. Johnny is eating his dinner.



Illustration 5

Johnny doesn't know that his dirty hands will make him sick. Johnny is eating his delicious dinner. Johnny is happy after dinner. Will something happen to Johnny tomorrow?

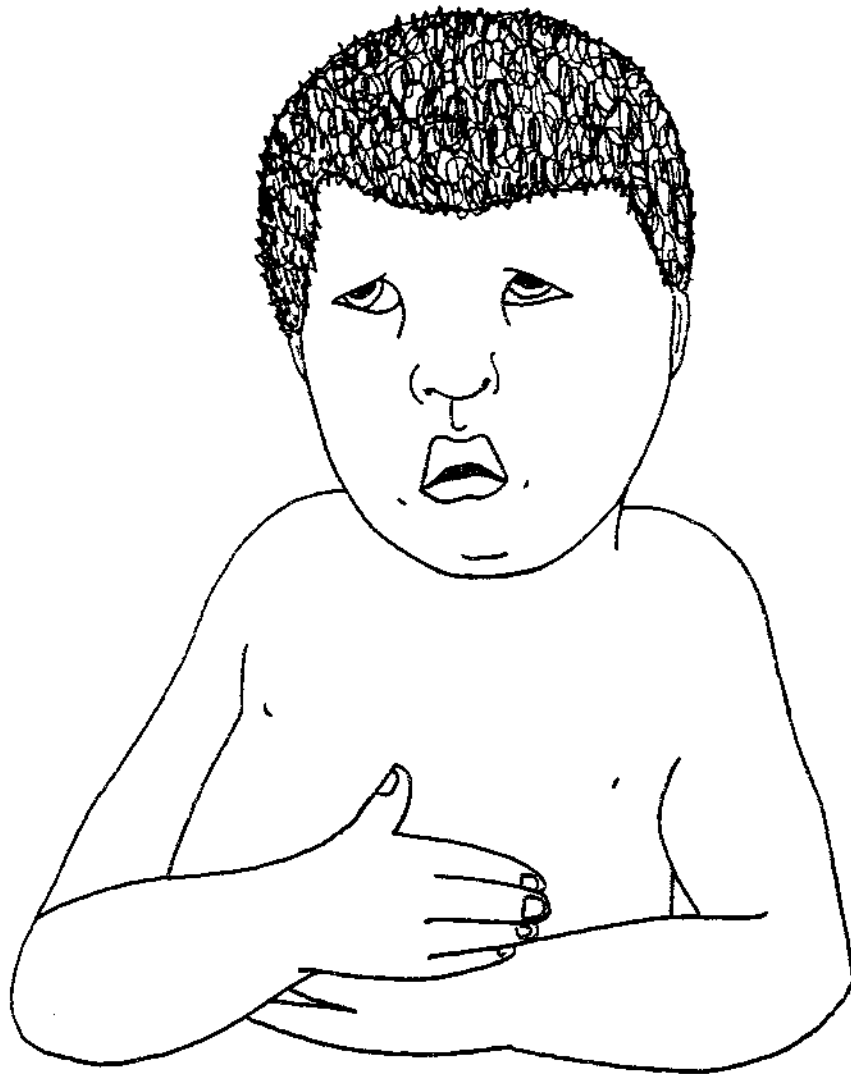


Illustration 6

Yes. The next day, Johnny doesn't feel well. His stomach hurts. Later Johnny gets diarrhoea. Why did Johnny get sick?



Illustration 7

Johnny got sick because he ate the small germs and worm eggs on his dirty hands. They made Johnny sick. Johnny is unhappy. Johnny did not have to get sick. He could have prevented his sickness. How?



Wash your hands every time before you eat

Wash your hands every time after coming back from the toilet

Illustration 8

Johnny could have washed his hands after dropping his wastes. He could have washed the germs off his hands. If Johnny had washed his hands after dropping his wastes, he would be well and happy today. Wastes on our hands are dangerous. Wastes on our food are dangerous, too. How do wastes get on our food?

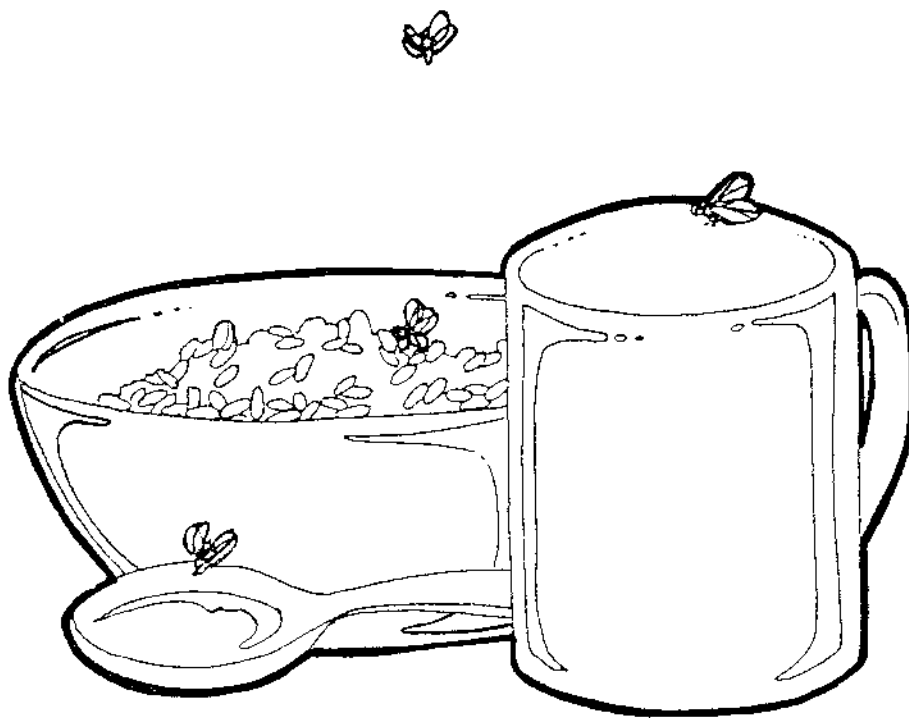


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LESSON 30: HOW TO HELP GET RID OF FLIES

Objectives

- To remind students of this important area of prevention and to present them with a summary of all the measures that can be taken
- To emphasise to students the most important message of the lesson: the best way to get rid of flies is to prevent them from living in human wastes and in rubbish

Time: 20 minutes

Teacher's notes

Here again, it might look as if the lesson will take longer than 20 minutes. In fact, by presenting the information in a different way, students revise what they have learned many times since they started going to school.

Method

Read the story "Help get rid of flies", showing the pictures to the children as you tell the story.

HELP GET RID OF FLIES

Illustration 1

Flies are dangerous. We all need to help get rid of flies. The best way to get rid of flies is to prevent flies from living in our wastes and in rubbish.

Illustration 2

Flies should never touch human wastes. We all need to drop our wastes where flies cannot touch them. The best place is a toilet. The toilet should be made in such a way that flies cannot get in it.

- Help keep the latrine clean
- Help keep the latrine covered
- Help keep the door shut so that flies can't get in
- Kill flies that get inside the latrine

Illustration 3

If you live by the sea:

If there is no latrine, first dig a hole. Use a coconut husk, a stick, or anything else to dig the hole. Drop your wastes inside the hole. Cover the hole carefully when you have finished. Never let flies land on your wastes.

What do you do after you have covered your wastes?

(Answer: We wash our hands)

Illustration 4

If you live in the bush or in the hills:

If there is no latrine and it is too difficult to dig a hole, then cover your wastes with some leaves, so that flies cannot land on them. What do you do after you have covered your wastes? *(Answer: We wash our hands as soon as possible)*

Illustration 5

Wash your hands carefully. Smell your hands after you have washed them. If you still smell wastes, wash them again.

Illustration 6

Germs and worm eggs can get under your fingernails. Keep your fingernails clean and cut short.

Illustration 7

All flies are dangerous. Don't let flies put germs and worm eggs on your food. How can you stop them? Keep your food covered. Keep your food in a cabinet. Keep your drinking water covered too.

Illustration 8

You also put spoons and cups in your mouth. Don't let flies put germs and worm eggs on your spoons or cups. The things we eat with can be kept in a cabinet, or they can be kept covered. Wash your hands before you eat.

Illustration 9

Flies should never land on your food. Keep flies off your food before you eat and while you are eating. Kill flies as often as you can when they are around your house.

Illustration 10

To prevent flies from living in rubbish, help to bury the rubbish and cover it with earth or sand.

Illustration 11

To prevent flies from living in rubbish, burn the rubbish in a fire.

Summary

Eight ways to keep everyone healthy:

- 1 Use a latrine, and help keep the latrine free from flies**
- 2 If you can't use a latrine, dig a hole, drop your wastes in it, and cover them carefully with earth or sand, or cover your wastes with leaves**
- 3 Always wash your hands carefully after dropping your wastes; always wash your hands before eating**
- 4 Keep your fingernails short and clean**
- 5 Keep your food and eating utensils covered**
- 6 To prevent flies from living in rubbish, bury it or burn it**
- 7 Kill flies every day; kill as many flies as you can**
- 8 Keep your living area clean**

HELP GET RID OF FLIES!



Illustration 1

Flies are dangerous. We all need to help get rid of flies. The best way to get rid of flies is to prevent flies from living in our wastes and in rubbish.

In a clean home, everybody should:

- keep the toilet clean
- keep the lid on after use
- keep the door shut so that flies can't get in

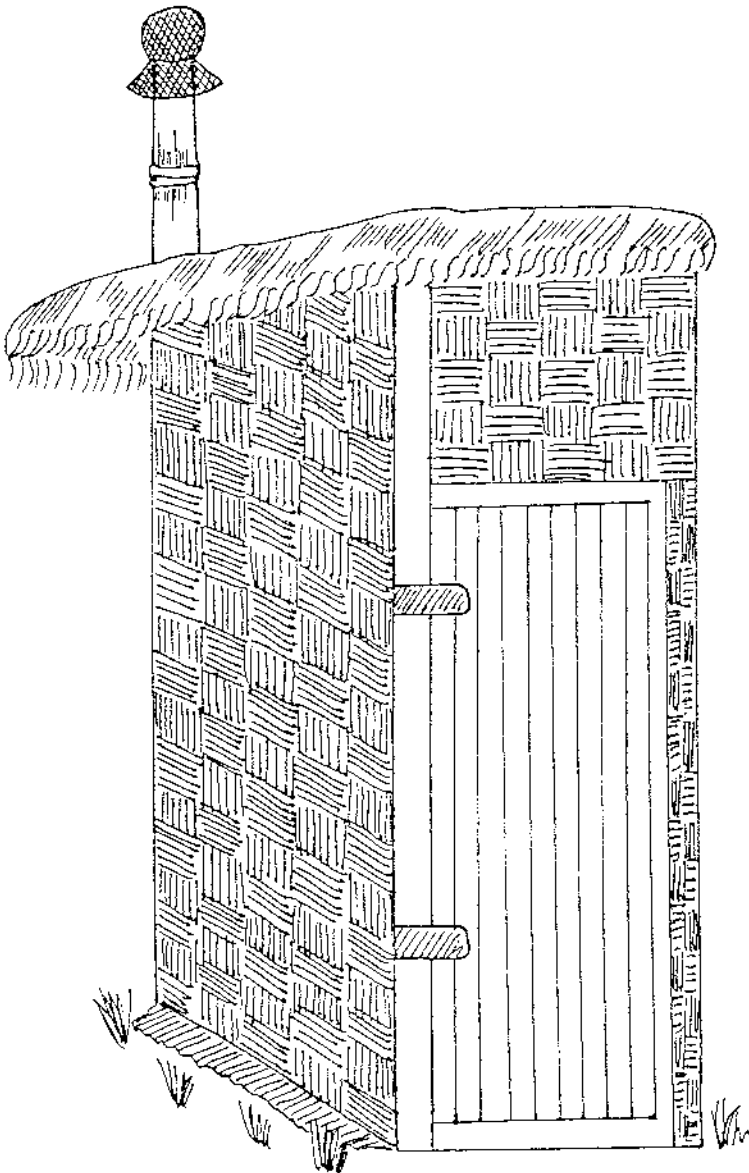


Illustration 2

Flies should never touch human wastes. We all need to drop our wastes where flies cannot touch them. The best place is a toilet. The toilet should be made in such a way that flies cannot get in it.

- Help keep the latrine clean
- Help keep the latrine covered
- Help keep the door shut so that flies can't get in
- Kill flies that get inside the latrine



Illustration 3

If you live by the sea:

If there is no latrine, first dig a hole. Use a coconut husk, a stick, or anything else to dig the hole. Drop your wastes inside the hole. Cover the hole carefully when you have finished. Never let flies land on your wastes.

What do you do after you have covered your wastes?

(Answer: We wash our hands)



Illustration 4

If you live in the bush or in the hills:

If there is no latrine and it is too difficult to dig a hole, then cover your wastes with some leaves, so that flies cannot land on them.

What do you do after you have covered your wastes?

(Answer: We wash our hands as soon as possible)

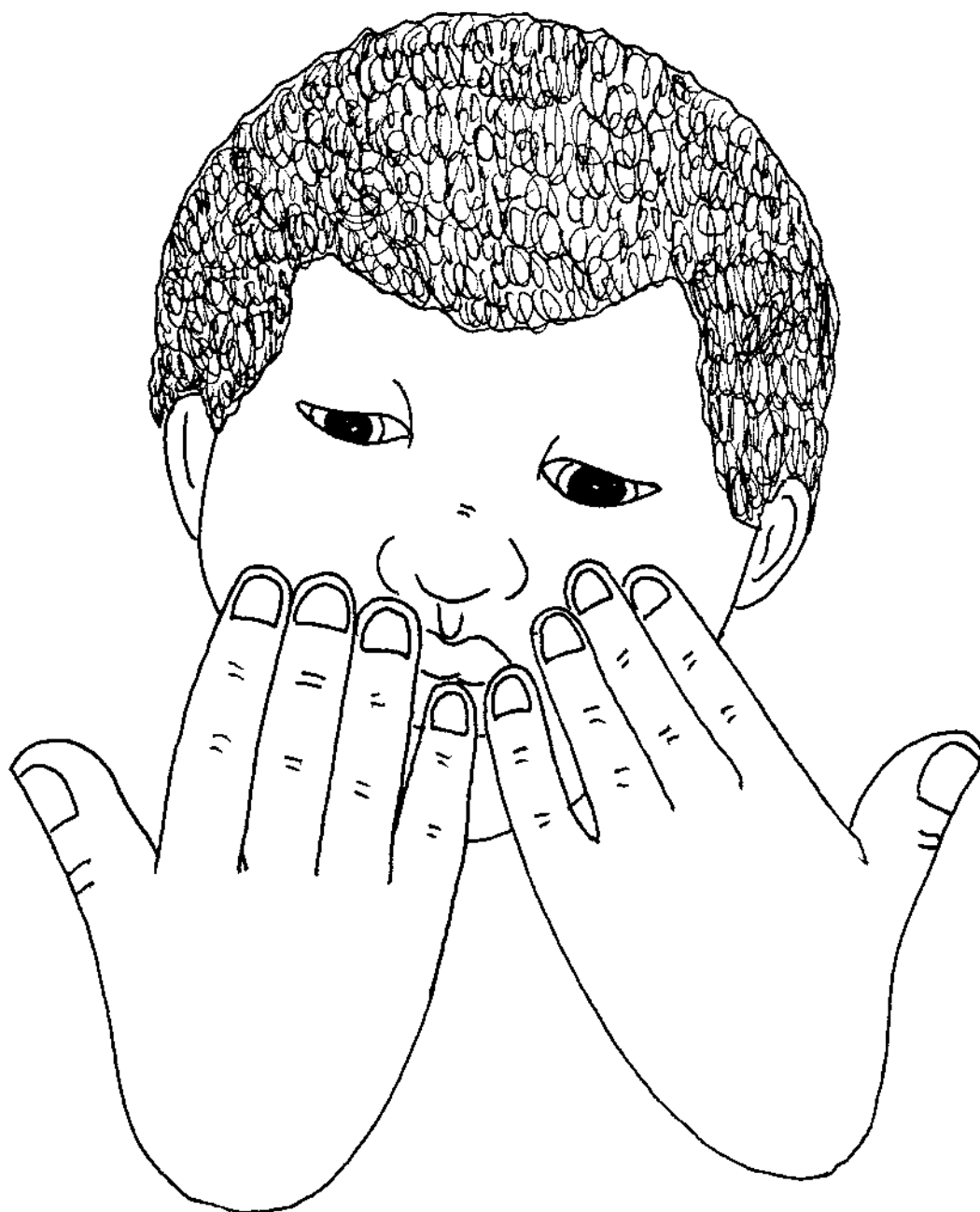


Illustration 5

Wash your hands carefully. Smell your hands after you have washed them. If you still smell wastes, wash them again.

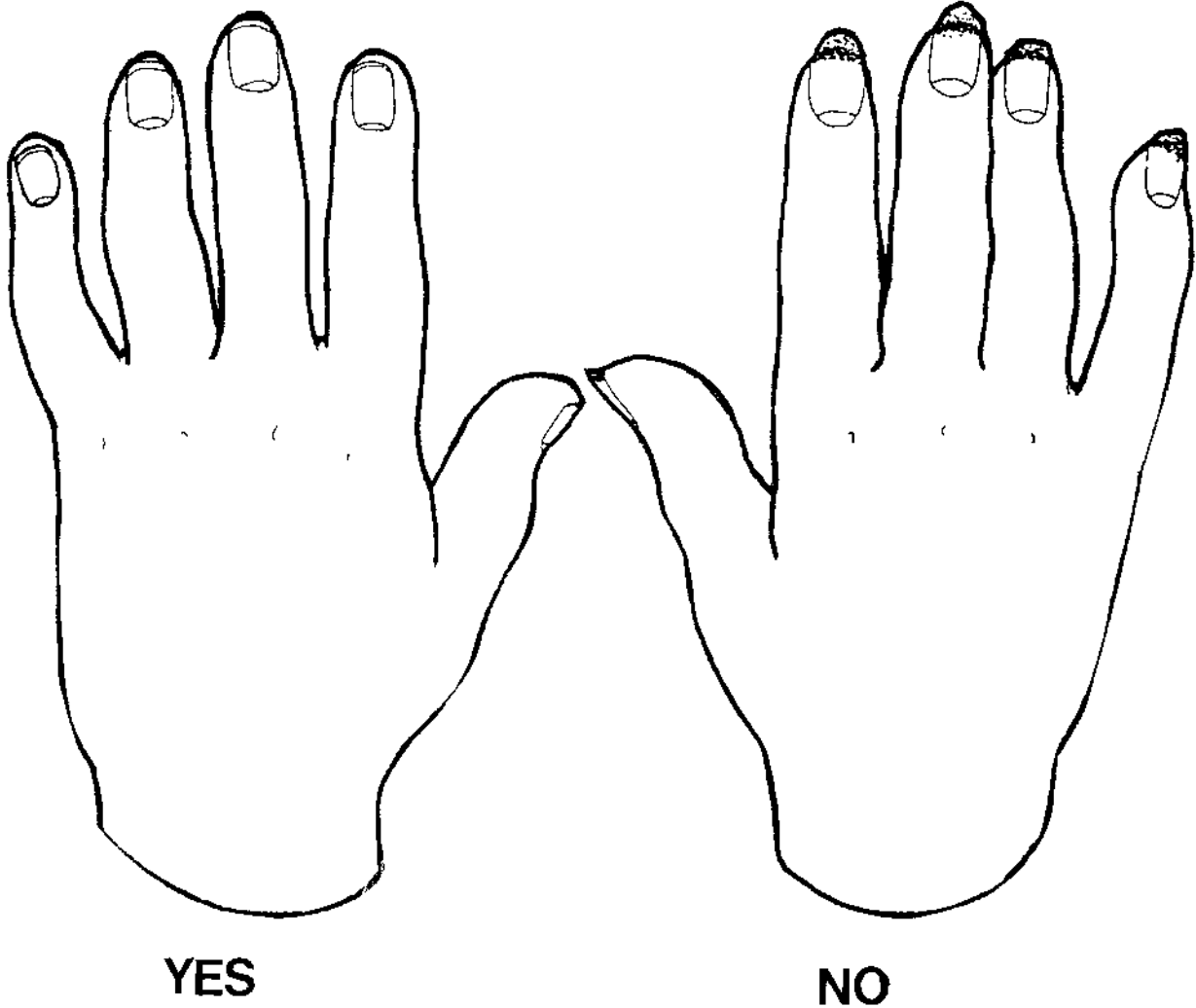


Illustration 6

Germs and worm eggs can get under your fingernails. Keep your fingernails clean and cut short.



Illustration 7

All flies are dangerous. Don't let flies put germs and worm eggs on your food.
How can you stop them?

Keep your food covered. Keep your food in a cabinet. Keep your drinking
water covered too.

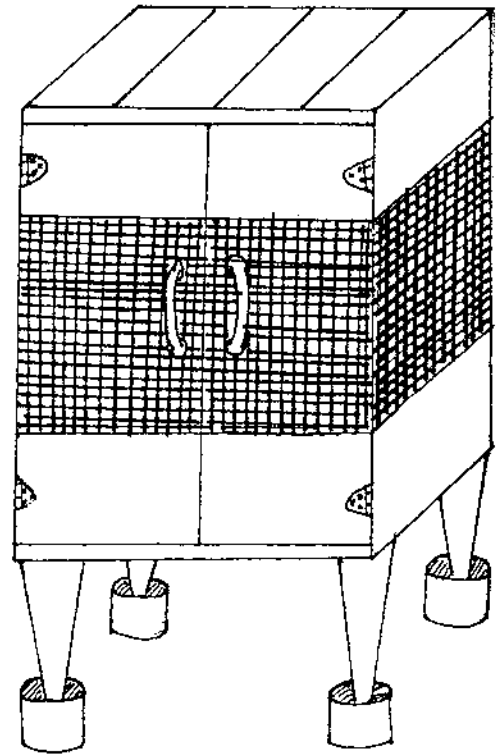
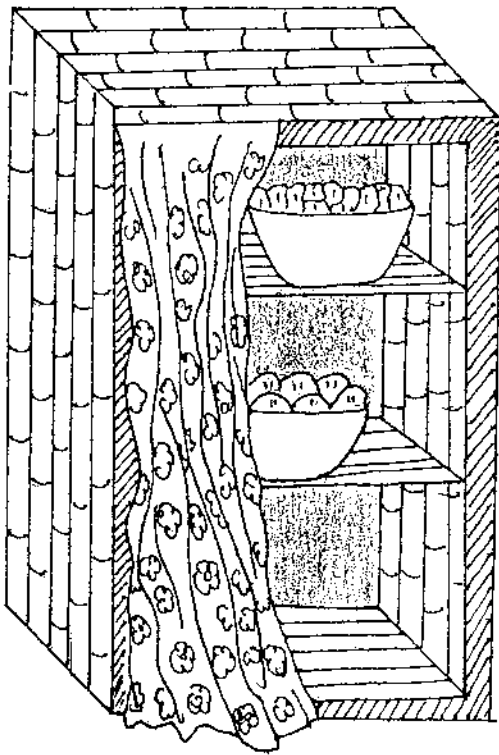


Illustration 8

You also put spoons and cups in your mouth. Don't let flies put germs and worm eggs on your spoons or cups. The things we eat with can be kept in a cabinet, or they can be kept covered.

Wash your hands before you eat.

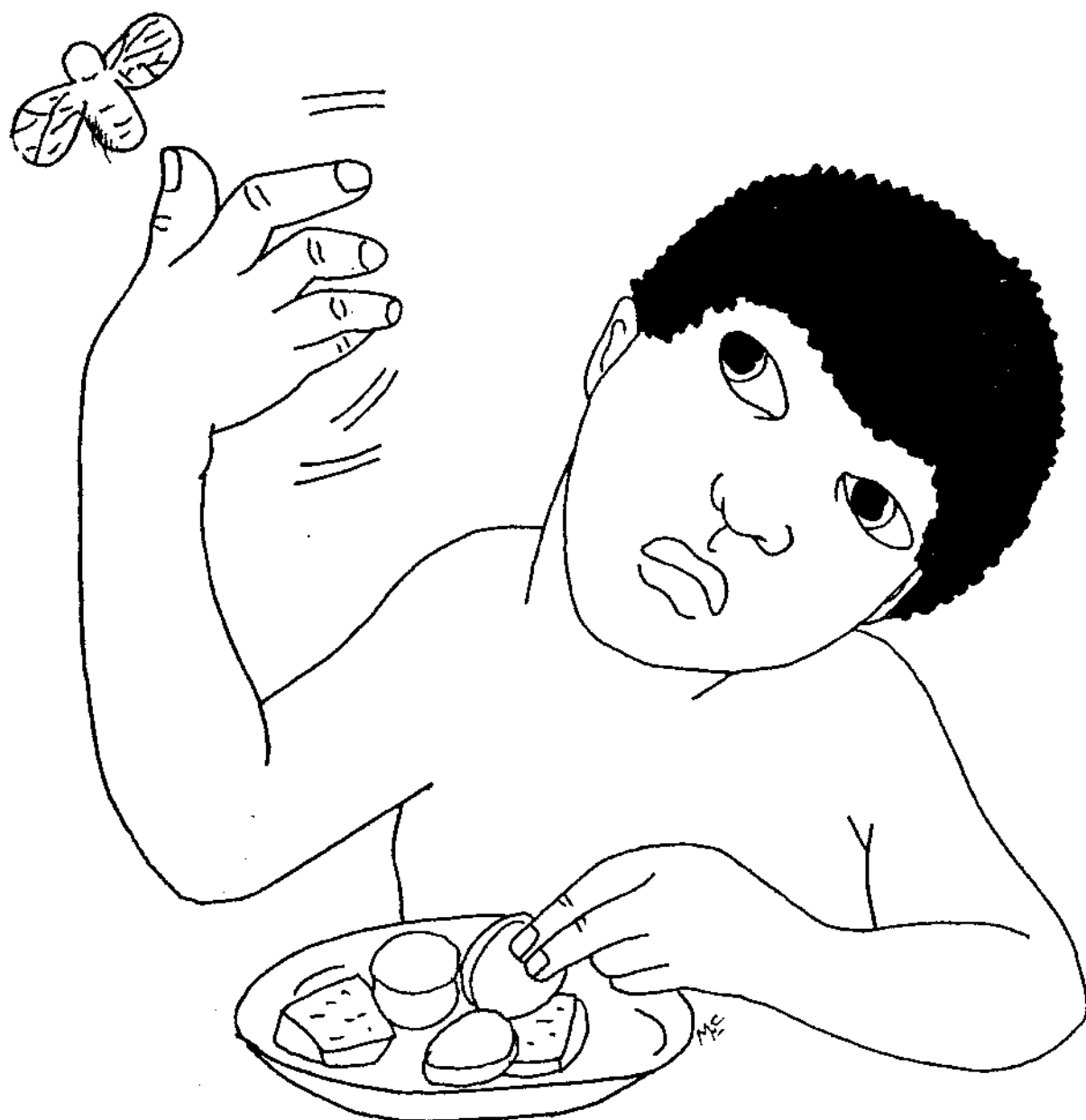


Illustration 9

Flies should never land on your food. Keep flies off your food before you eat and while you are eating. Kill flies as often as you can when they are around your house.



Illustration 10

To prevent flies from living in rubbish, help to bury the rubbish and cover it with earth or sand.



Illustration 11

To prevent flies from living in rubbish, burn the rubbish in a fire.

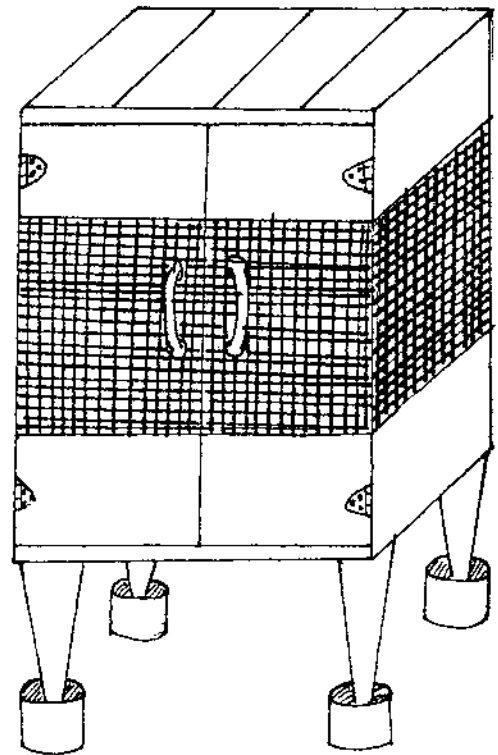
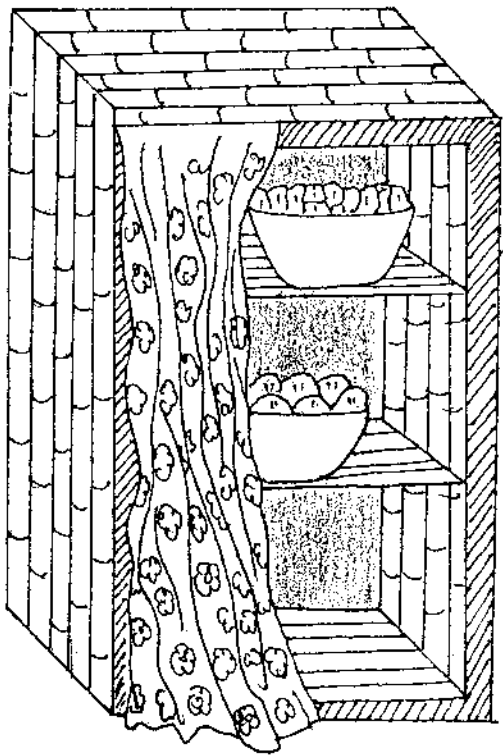


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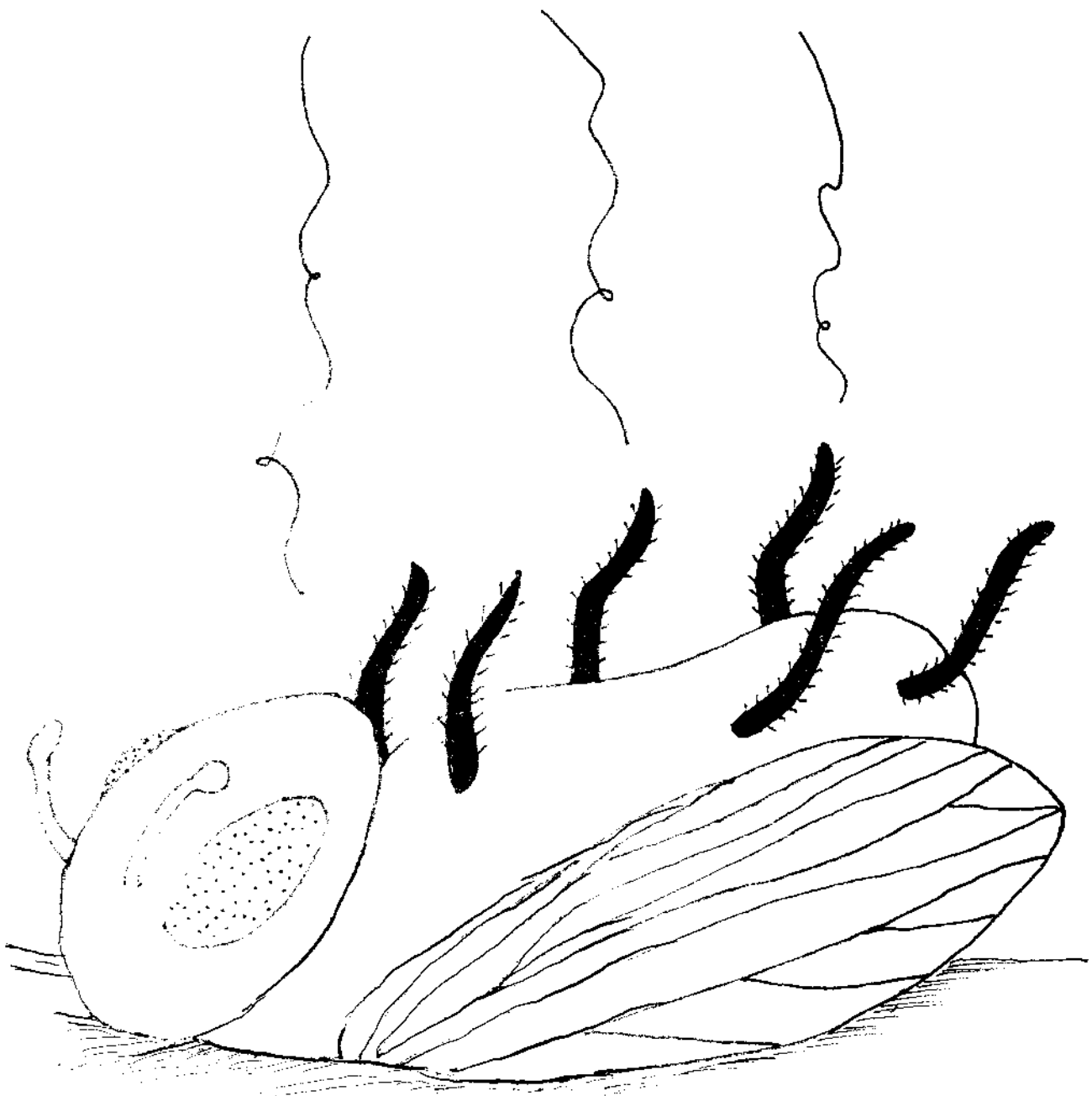


Illustration 11

To prevent flies from living in rubbish, burn the rubbish in a fire.

If you follow all of this advice,

- the flies will be killed
- the flies will go elsewhere
- you stop their eggs from hatching



LESSON 31: REVISION ON INTESTINAL WORM DISEASES AND THEIR PREVENTION

Objective of the lesson

To make sure that the students have understood and remembered the main points of this topic.

Time: 20 minutes

Method

1 During this lesson you should revise with your students the essential points of this topic, namely:

- Worms can live in our bodies and can make us sick.
- Round-worms make people very thin and give them a swollen stomach; people feel weak and get pains in their stomach.
- Round-worms get into the body through people eating the small eggs in food that is not clean.
- Our wastes can be dangerous because they can contain round-worm eggs.
- The nurse can supply medicine to kill the round-worms. But people can continue to eat the worm eggs through continuing their dirty habits, and will continue to get sick if they don't follow the eight ways of keeping healthy (*see the summary of lesson 30*).

2 Revise these eight ways of keeping healthy. It is important for your students to remember the eight rules because only prevention (with these eight rules) can be certain to stop repeated worm infections.

3 After these lessons on intestinal worms you should regularly check your students' habits at school: check their use and the good maintenance of the school toilets; check the frequency and stress the necessity of washing hands; and check the cleanliness of nails. When food is served at school, ensure that it is clean. With regard to rubbish, talk to your colleagues to arrange for it to be collected regularly, burned safely, or buried correctly.

4 To improve teachers' and parents' co-operation in implementing the rules relating to this difficult subject, ask the nurse to arrange the loan of some health education films.

LESSON 32: IMMUNISATION – ITS PROTECTIVE ROLE

Objectives

- To remind students of how immunisation works in our bodies
- To remind students of the protective role of immunisation against certain diseases
- To develop in students a positive attitude towards immunisation

Time: 20 minutes

Teacher's notes

Why are you being asked to spend more time on the topic of immunisation?

- Immunisation is a very simple health measure that is available to all communities and families.
- Immunisation prevents (or avoids) many deaths, the disabling consequences of some diseases, and pain and worry in families.
- To be really effective, immunisation programmes need the co-operation of everybody, everywhere in Vanuatu.
- People's effective co-operation is dependent on their understanding of immunisation and on a positive attitude; they have to believe that immunisation is really good for their health.
- Students need to be helped to overcome their natural fear of immunisation.
- Students should willingly accept the school immunisation programme, first for themselves, and later on for their own children.

For all these reasons, the topic of immunisation is very important in the school health programme.

Method

1 Introduce the subject by revising the main points of lessons 20 and 21 on "Natural protection from diseases".

Remind your students of the drawing they did on this subject.

Show the students the picture on page 151. Remind them that:

- Our bodies are places where microbes like to live.
- Microbes are very small creatures which sometimes make us sick.
- Our bodies know how to protect themselves against microbes. In our blood we have special things called antibodies which kill microbes.

2 Develop the idea of the protective role of immunisation:

- Tell your students that sometimes the microbes are stronger than our antibodies. Inside our bodies there is a 'battle' between the two enemies, the microbes and the antibodies. When the microbes win, then we become sick. Happily, the nurse can give us some medicine, an immunisation, which always makes our antibodies stronger than some very dangerous microbes. *When we are immunised we are protected: certain dangerous diseases cannot make us sick.*

- Show the children the illustrations for lessons 22, 23 and 24.

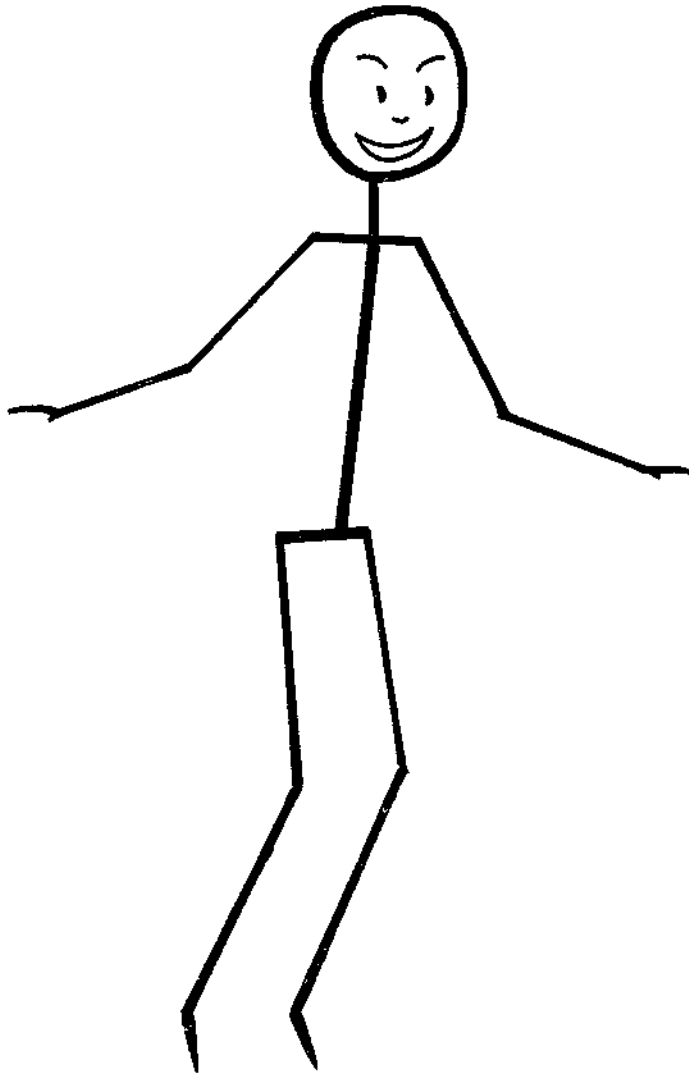
3 End the lesson by stressing two very important points:

- If we are given the immunisation medicine *after* the microbes get into our bodies, the medicine will *not* help.
- We are immunised when we are healthy, before the harmful microbes get into our bodies. In this way, before the danger arrives our bodies are ready to win.

Summary

- **Prevention is better than cure**

This is a person who has been immunised before microbes enter his body. His body fights the microbes. The microbes do not grow in his body. The microbes are killed.



This person remains healthy. This person does not get the disease.

PREVENTION IS BETTER THAN CURE

LESSON 33: IMMUNISATION – PROTECTION FROM TETANUS

Objectives of the lesson

- To inform children about the main risks of Tetanus
- To demonstrate, using this example, the protective role of immunisation

Time: 20 minutes

Teacher's notes

The disease known as Tetanus has been chosen because many cases still arise in Vanuatu. Tetanus can be a deadly disease ending in agony and suffering.

- Tetanus can appear in babies 5–7 days after birth. The child has a tight mouth that does not open. The baby stops sucking and begins to cry continuously.
- 7 to 10 days after birth, the baby still does not suck. The whole body is stiff and the baby suffers severe fits (a sudden tightening of the body).
- The baby dies.

The causes of Tetanus in new-born babies are:

- The mother is not immunised against Tetanus
- The use of dirty sharp instruments (such as a dirty razor). Tetanus germs enter a person's body, whatever their age, through deep or dirty wounds or through animal bites, especially those of dogs and pigs. When you have a wound, especially a dirty or deep wound (a puncture), wash it, clean it at once, and take care of it. At the *first* signs of infection seek medical help.

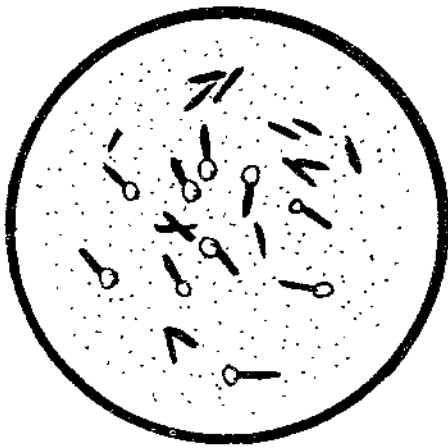
To prevent a baby getting Tetanus the mother must be immunised against Tetanus when she is pregnant.

Method

- 1 Introduce the lesson by saying that doctors have discovered immunisation medicine for certain diseases, and these are the immunisations we are given by the Health Service. Many of the diseases which we can be immunised against are very serious, and we are fortunate that we can be protected from them.
- 2 Now turn to the topic of Tetanus. Show and explain the two charts to the students.
- 3 Explain that the immunisation against Tetanus has to be given in an injection. It hurts for a very short time, but it is worth having a brief moment of pain in order to avoid being sick with Tetanus.
- 4 End the lesson by asking the students if they can remember how immunisation works in our bodies.

(Answer: It prepares our bodies to kill the microbes of a disease before they enter our bodies)

HOW TETANUS MAKES US SICK



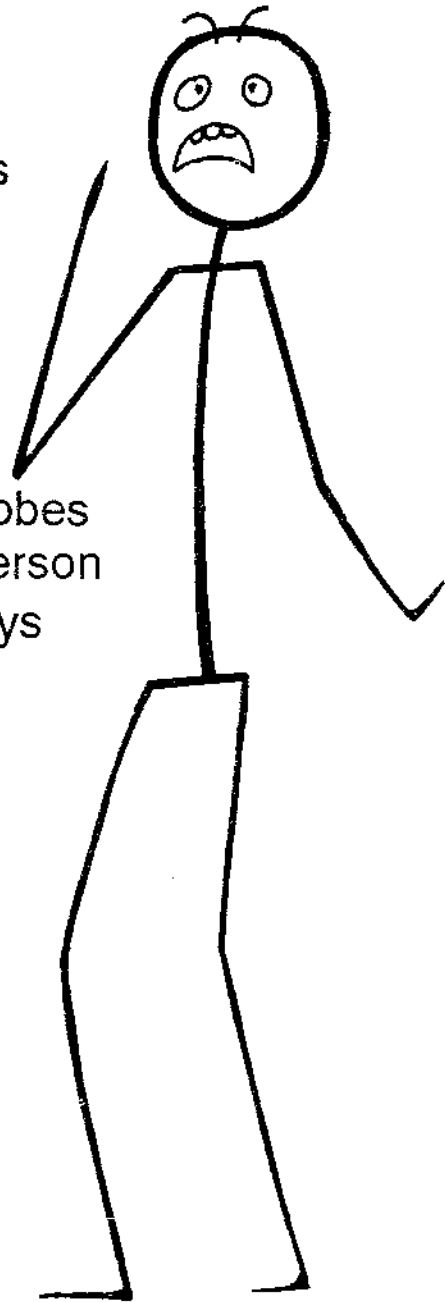
Tetanus microbes are:

- in soil
- in animal wastes
- in human wastes

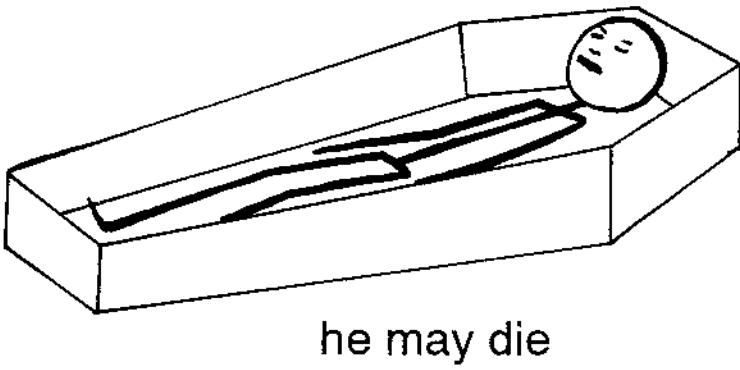
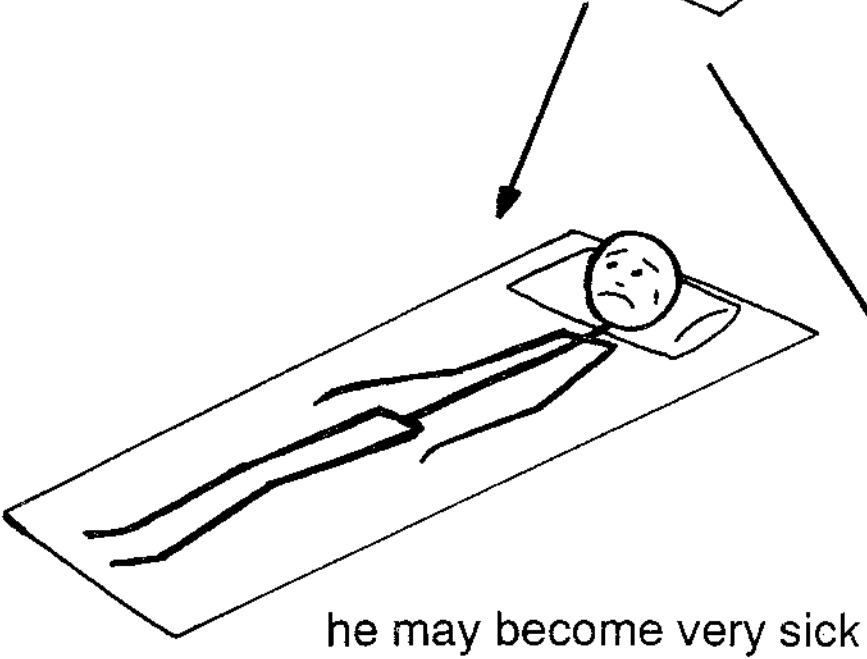
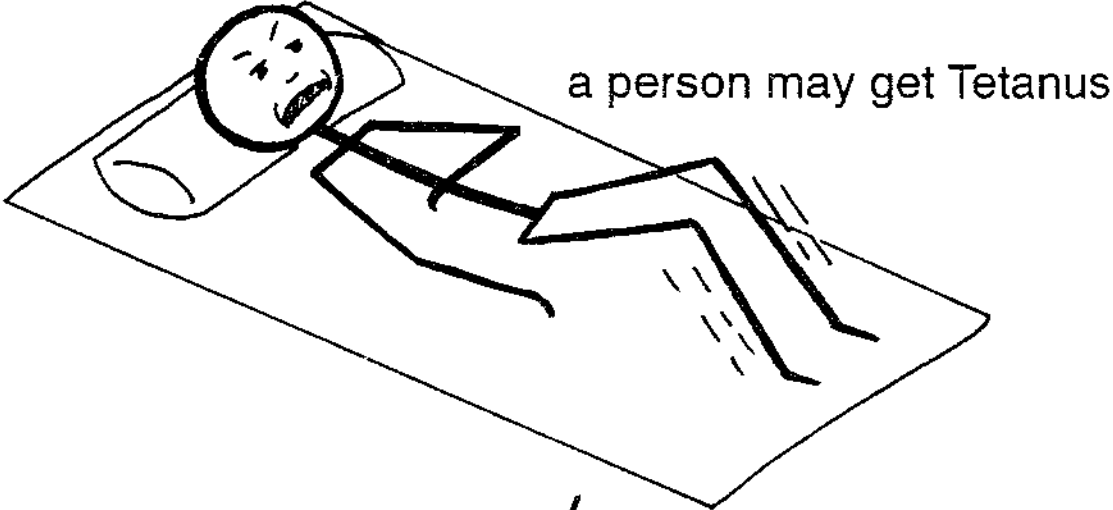
Tetanus microbes enter a person (of any age) through a wound, usually a puncture wound

dirt in wounds

Tetanus microbes
grow in the person
for 5 to 10 days



IF THERE IS NO IMMUNISATION



LESSON 34: IMMUNISATION – PROTECTION FROM TUBERCULOSIS

Objectives of the lesson

- To inform children about the main risks of Tuberculosis
- To illustrate, with this example, the protective role of immunisation

Time: 20 minutes

Teacher's notes

The disease known as Tuberculosis has been chosen for this lesson because many people in Vanuatu catch this disease. *It is a serious illness that can lead to death.* Tuberculosis microbes attack people's lungs. The most common symptoms are:

- A cough lasting more than one month, especially just after waking up
- Mild fever in the afternoon and sweating at night
- Pain in the chest
- Chronic loss of weight and increasing weakness
- The spitting of blood.

It is very important to treat Tuberculosis early. Anybody who has a cough that lasts for more than two weeks should seek medical help.

Tuberculosis most often strikes children, old people, and people who are weak, who are poorly nourished, or who live with someone who has the disease.

Tuberculosis is very contagious (it spreads easily). When a sick person coughs, the air that comes out of his or her mouth contains small droplets of liquid that are full of Tuberculosis microbes. The people living around the sick person breathe in the microbes. The same thing happens when the sick person spits around him. The Tuberculosis microbes cannot survive in the sun (because the sun kills them), but they remain everywhere else for a long time: in the dust on the ground and in the air, and on the food and the things used by the sick person.

To cure Tuberculosis completely usually takes between one and two years.

In young children, Tuberculosis may cause meningitis (infection of the brain) or may affect the bones – often the backbone.

In this case in particular, prevention (through an immunisation called "BCG") is better than cure.

BCG = Bacillus Calmet-Guerin:

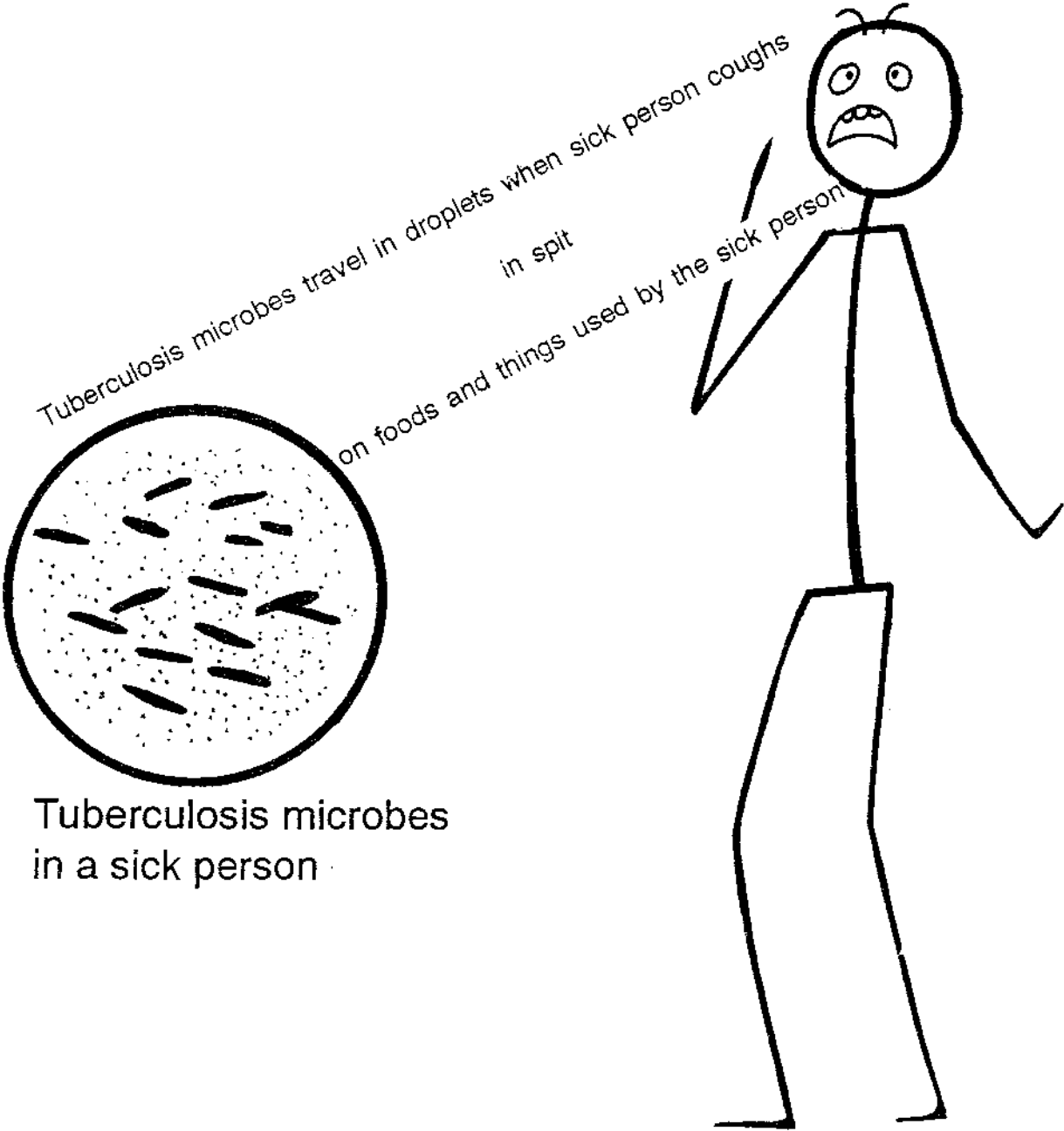
- Bacillus refers to the type of microbes
- Calmet and Guerin are the names of the doctors who were the first to develop a vaccine against Tuberculosis.

Method

- 1 Introduce the lesson by saying that many of the diseases which we can be immunised against are very serious diseases, and we are fortunate that we can be protected from them.
- 2 Now turn to the topic of Tuberculosis. Show and explain the illustrations to the students.
- 3 Explain that the immunisation against Tuberculosis has to be given in an injection. It hurts for a very short time, but it is worth having a brief moment of pain in order to avoid being sick with Tuberculosis.
- 4 End the lesson by asking the students if they can remember how immunisation works in our bodies.

(The simple answer: It prepares our bodies to kill the microbes of a disease before they enter our bodies)

HOW TUBERCULOSIS MAKES US SICK

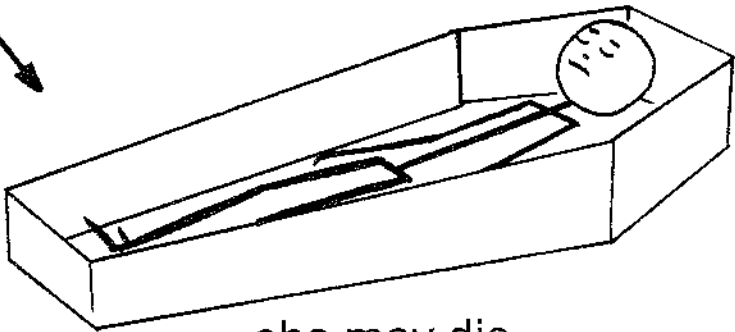
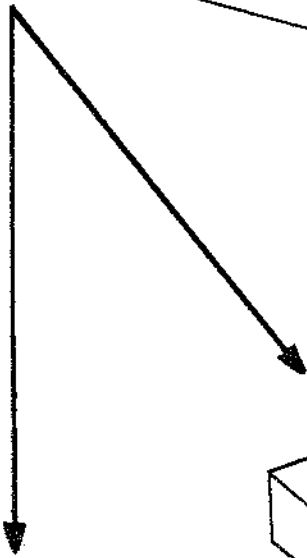
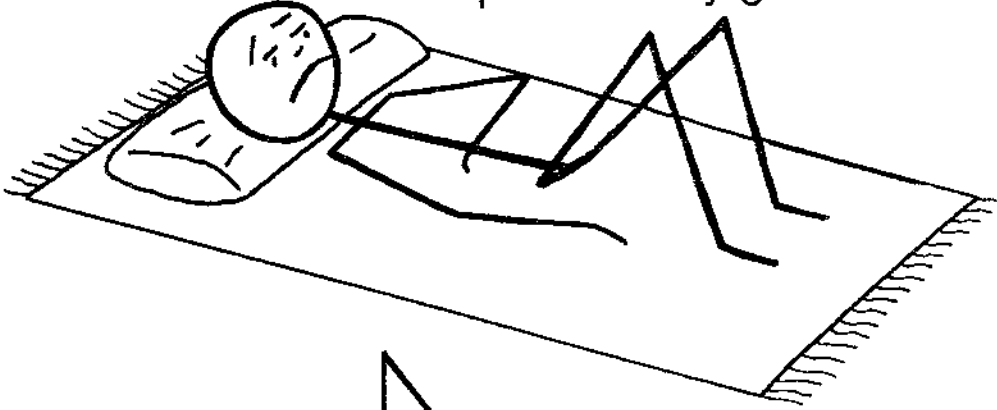


Tuberculosis microbes in a sick person

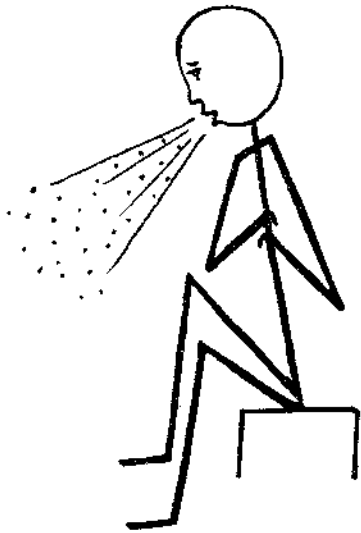
Tuberculosis microbes enter the body at any age, but children are especially affected

IF THERE IS NO IMMUNISATION

a person may get Tuberculosis



she may die



she coughs all the time
the inside of her chest is harmed

LESSON 35: MEETING THE NURSE – THE NURSE’S ROLE IN SCHOOL HEALTH

Objectives of the lesson

- To revise the subject of immunisation in general with the aid of a professional: the nurse
- To give children a better understanding of the nurse’s role in looking after our health

Preparation

- 1 Talk to Health Services *in advance* in order to plan this lesson and invite a representative of Health Services (a nurse) to come and talk to your class. Show the nurse this book and the lessons you have taught. Prepare with the nurse the questions or the topics she or he will discuss with the class.
- 2 There are a number of choices regarding how the lesson should be taught:
 - the nurse can come to the class
 - or the class can go to the dispensary
 - or both (use both lessons 35 and 36 for this)

You can concentrate on the topic of immunisation, or microbes (students should be allowed to look through a microscope), or intestinal worms, or any subject covered in Year 3 chosen by the students, including the nurse’s role in school health.

The questions that the children want to ask the nurse should be prepared in advance by your students.

As you can see, the format of this lesson is very flexible; the choice of the objectives, the amount of time spent, and the method is yours, in co-operation with the nurse.

LESSON 36: REVISION

Teacher's note

Again, you are free to revise any topic(s) you think would be best for your pupils.

- You could pay a visit, with your class, to the dispensary
- Alternatively, you could follow up the activity that you did in lesson 35.

Summary

- **Always remember that prevention is better than cure**