SANITATION, HEALTH AND HYGIENE

6. PROTECT YOURSELF FROM GERMS

LEARNING PROGRAMME: LIFESKILLS
LO: LO1 HEALTH PROMOTION
The learner will be able to make informed decisions regarding personal, community and environmental health.
AS2: Describes steps that can be taken to ensure personal hygiene.
AS3: Demonstrate precautions against the spread of communicable diseases.

LO3: PERSONAL DEVELOPMENT
The learner will be able to use acquired life skills to achieve and extend personal potential to respond effectively to challenges in his or her world.
AS4: Adjust to classroom routine and follow instructions.

INTEGRATION WITH OTHER LEARNING AREAS
HL: LO2 SPEAKING
The learner will be able to communicate confidently and effectively in spoken language in a wide variety of situations.
AS3: Sings and recites simple songs and rhymes.
AS5: Responds clearly to questions asked of the learner.
HL: LO3 READING AND VIEWING
The learner will be able to read and view information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
AS1: Uses visual clues to make meaning: Looks carefully at pictures and photographs to recognise common experiences.

ACTIVITY
Learners will be able to:
- Describe the steps that should be taken to ensure personal hygiene.
- Learn about some of the health habits that are essential for good health.
- Learn the importance of washing hands for preventing the spread of germs, and thereby, the spread of diseases.

BACKGROUND INFORMATION

Water and sanitation is one of the primary drivers of public health. Children's rights to an adequate standard of living and to the highest attainable state of health are enshrined in the Constitution of the Republic of South Africa. We should strive in making sure that we work towards making schools healthier and more attractive to children, especially girls, through school based water, sanitation and hygiene programmes. Healthier children are more effective learners. Therefore making learners aware of the importance of health and hygiene will create a condition where children are agents of change themselves in their families and communities.

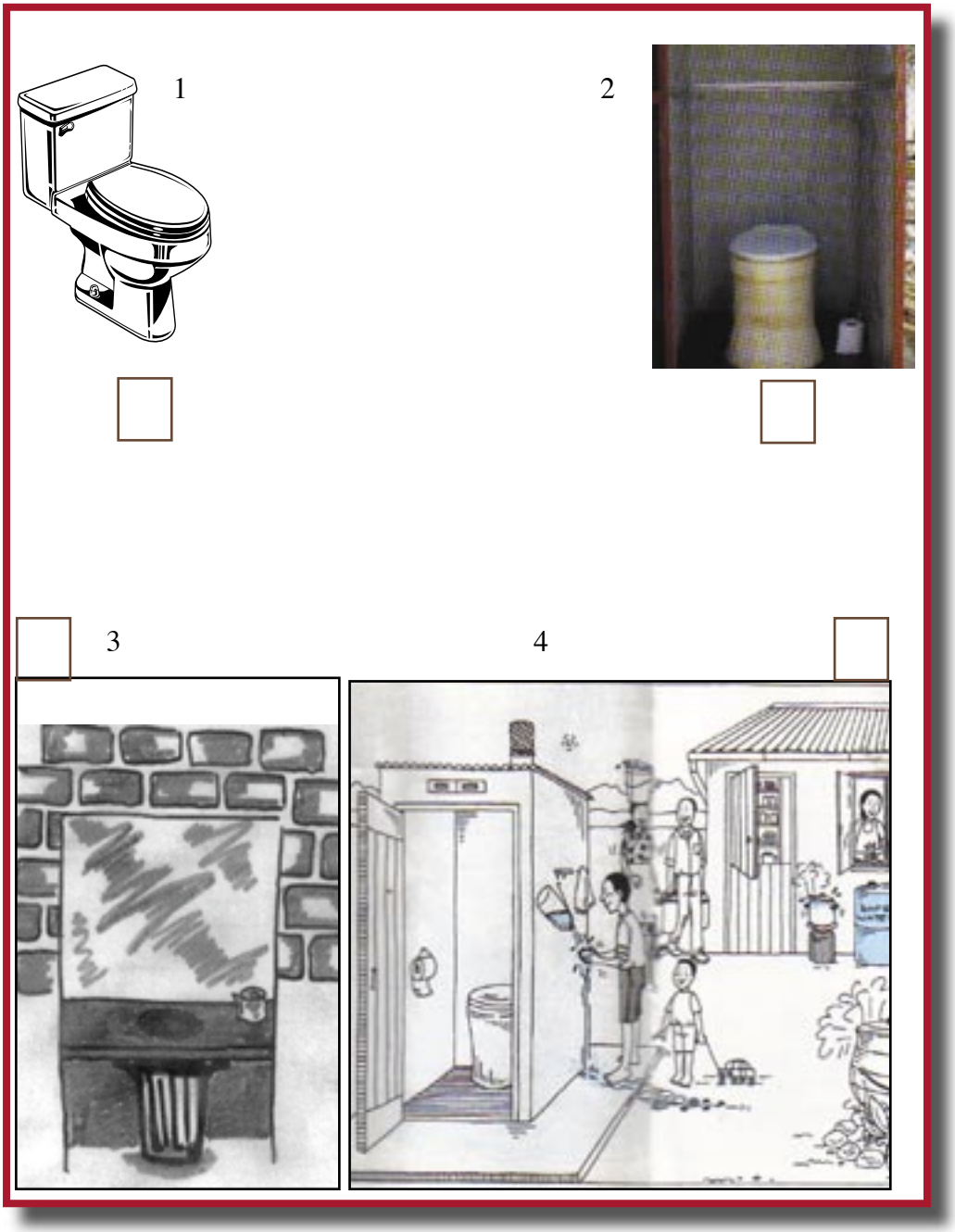
PREPARATION FOR THIS ACTIVITY

You will need to gather the following:
- Wash your hands poster
- Instruction sheet for each learner
- Worksheet for learners
- Bucket with water, soap and towel

ACTIVITY 6A: What kind of toilets do we have?

In this activity, learners are introduced to the different types of toilet systems, ie. Pit-toilet, flushing, bucket system and Ventilated Improved Pit toilet (VIP toilets).

What to do?
- Show learners the different types of toilets. Let them tick the kind of toilet they have at home / school.



Ask learners the following questions:

(a) Which toilet system do you use at home?
(b) Which toilet system is your friend using at home?
(c) What do see in toilet 1 that is not there in toilet 2?
(d) What do you see in toilet 3 that is different from toilet 4?

NB This exercise will enable the learners to understand the dangers of the open toilet system as against the flushing toilet system.

Assessment

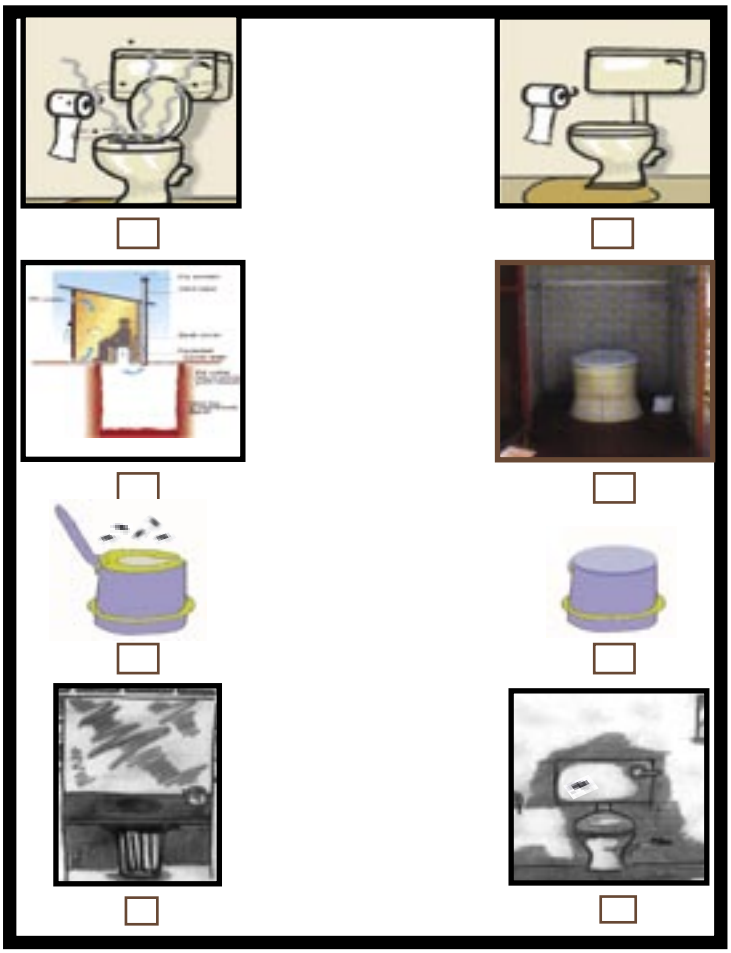
You may use the following rubric to assess the performance of the learners:

Question	Yes	No
1. Was the learner able to tell which toilet system is used at home?		
2. Was the learner able to spot the difference between the toilet systems?		
3. Was the learner able to identify the dangers of using either a bucket system or a pit toilet with no lid?		

ACTIVITY 6B: Keeping our toilets clean.

This is a build up activity from the previous activity. 88% of diarrhoeal disease is attributed to unsafe water supply, inadequate sanitation and hygiene. Improved sanitation reduces diarrhoea among children.

Learners are given a poster with different toilet systems; ask them to tick the toilet, which is clean from the following types of toilets.



NB: Learners may provide a variety of options at this stage. Remember they associate well with what they know than what they do not know. You need to orientate them on certain aspects that you want them to master, e.g. toilet with a closed lid, smell, flushing toilet etc.

Summary of the activity

At the end of the activity, learners should recite the following facts about keeping the toilet clean:

- Always close the lid of the toilet seat.
- Always use the toilet paper.
- Always flush the toilet after use.
- Always leave the toilet in a clean state.

ACTIVITY 6C: How to keep our toilets clean?

This activity demonstrates ways of cleaning the toilet. Encourage learners to colour the poster and then answer the following questions:

Questions

(a) How many people do you see in the picture?
(b) What are they doing in the toilet?
(c) What do we use to clean the toilets?

By answering these questions, learners will be able to learn the basic principles of keeping the toilet clean.

ACTIVITY 6D: Protect yourself from germs

One of the important things that learners must learn is to always wash their hands with soap after using the toilets.

How to wash your hands?

THIS IS THE WAY WE WASH OUR HANDS

- Use the instruction sheet and carefully explain the four steps to wash hands.
- Let learners demonstrate how to wash hands in class.
- Teach the learners this song to sing.

This is the way we wash our hands:
Wash our hands
Wash our hands
Before eating our food X2
This is the way we wash our hands:
Wash our hands
Wash our hands
After playing with pets X2

This is the way we wash our hands:
Wash our hands
Wash our hands
After going to the loo. X2

Wash your hands instruction sheet

Always wash both hands

Always was with water and soap

Scrub hands together at least three times

Dry hands on a clean towel or shake hands dry

To Keep Clean and Healthy always wash your hands