



# School Games for Health & Hygiene

## Teacher's Handbook

Accelerate Program in SNNPR

Version 1.0: February 2021



# Table of Contents

■ Introduction .....	3
■ 1. Teacher’s Toolkit .....	4
■ 2. About Trachoma .....	10
■ 3. Lesson Plan: Early Childhood (Grades 1-2) .....	14
■ 4. Lesson Plan: Older Primary (Grades 3-5) .....	17
■ 5. Lesson Plan: Health/ WASH Clubs.....	21
■ Appendix 1: Steps for Handwashing.....	25
■ Appendix 2: Handwashing + Face Washing .....	26

Content: NALA Foundation

©2021 NALA Foundation. First draft February 2021.



ጤና ሚኒስቴር - ኢትዮጵያ  
MINISTRY OF HEALTH - ETHIOPIA



NALA



Sightsavers



## ■ Introduction

# School Games for Health & Hygiene

## How to Motivate and Engage Students in their Health

The purpose of this manual is to provide schools with a framework for using educational games to promote good health and hygiene amongst students. Games are not only for fun during break times--- they can also be an important tool that teachers can use to motivate and engage students in the classroom and during school activities. Games promote peer learning, exploration, competition, and collaboration. The goal of this health program is for students to go beyond merely learning the healthy behaviors and to also motivate them to practice them and share with others.

**Games for Health:** The games and activities in this manual focus on behaviors that are important for preventing diseases that are spread due to a lack of personal hygiene and environmental cleanliness. The main focus is on preventing the spread of blinding trachoma and reducing the risk of intestinal worms (soil-transmitted helminths or STH) and schistosomiasis. These diseases are all neglected tropical diseases (NTDs) that are common in poor areas that lack safe access to water, sanitation, and hygiene (WASH). While medicine is important for treating these diseases, people may become re-infected if they do not make the necessary changes to their daily hygiene practices and environment.

**Teaching Methodology:** Schools often focus primarily on the acquisition of knowledge, but this health program seeks to change people's behaviors. Behavior change is a process that requires more than awareness to occur. For this reason, this health program uses an interactive, game-based methodology to inspire behavior change amongst schoolchildren. The program provides methods for teaching children about disease prevention through enjoyable and meaningful experiences. The recommended methods encourage exploration and creativity, which will increase the children's sense of personal competence and responsibility.

**Special role of Teaching Staff:** Teachers play a central role in children's education and social development. Therefore, it is important to train school staff on health-related topics and equip them with skills that will empower them as role models and help them in their work with children. Due to their central role in the education of children, teachers are responsible for much of the program's success.

Since teachers know their students best, they should adapt the activities to better fit the needs of their students and the local context. The teachers and club coordinators can use the health program to create change in their schools and in the students' daily routines, encouraging healthy behaviors and reducing their risk of disease. Also, since teachers see their students on a daily basis, they will be able to monitor the impact of the program and encourage children to sustain positive changes to their behaviors.

**Notes:** Have fun with the program! While the goal is serious (reducing disease and improving children's health), the delivery should be enjoyable for all--- teachers and students.



## ■ Skills

# 1. Teacher's Toolkit

## How to Strengthen Teaching and Increase Learning

Changing behaviors requires more than knowledge—it requires motivation, peer influence, and an emotional connection to the change. For children, the health program uses games and other interactive methods to deepen student engagement and inspire change amongst children. Games are not only for break times and can be an important part of classroom learning. To prepare teachers to use the activities in the classroom, this handbook also includes professional skills for educators that will make learning more engaging.

### 1.1 Teaching Styles

**Teacher-centered:** Traditionally, most education has been centered around the teacher. In the teacher-centered approach, the teacher is in charge of all knowledge that the students learn, relying heavily on direct instruction and lecture. Students are viewed as passive learners or “empty vessels” who will need to listen to the teacher and absorb information. Students may answer questions or complete exercises during the class, but only in response to the teacher’s direction.

- ✓ **Recommended for:** Extremely large classes; Teaching a large amount of content in a short amount of time; Teaching a specific method (science, math)
- ✗ **Disadvantages:** It is not motivating or engaging for students; Young children may have a hard time paying attention; Students do not feel as much of a connection to the content

**Learner-centered:** The learner-centered approach has gained more attention in recent decades. In this approach, the students are not passive listeners but instead they actively lead their own learning under the guidance of the teacher. The teacher is still the authority in the classroom, but he or she does not monopolize the whole class. Instead the teacher acts as a facilitator and provides the framework for students to learn via activities, exploration, and peer learning. This approach empowers the students to develop skills, solve problems, and take ownership of their success.

- ✓ **Recommended for:** Teaching skills; Encouraging problem-solving and creativity; Inspiring behavior change; Developing critical thinking and self-reflection
- ✗ **Disadvantages:** It is difficult to cover a large amount of content; Quieter and less gifted students may not receive all the benefits of participation

Due to the advantages and disadvantages of both approaches, most teachers possess a combination of different teaching styles and vary their lessons accordingly. In fact, this training manual includes both teacher-centered and learner-centered sections, and it is considered a hybrid or blended style.

The following table features five teaching styles along the spectrum from the most teacher-centered to the most learner-centered.



	Teacher-Centered		← to →	Learner-Centered	
Style	Lecturer / Authoritative	Demonstrator/ Coach Style	Hybrid/ Blended	Facilitator/ Activity Style	Delegator / Group
Teacher's Role	To tell	To show	Mixed	To guide	To consult
Student's Role	To listen; to take notes	To watch; to follow instructions	Mixed	To participate; to explore	To collaborate; to initiate
Examples	Lectures; presentations	Demonstrations; Teacher models and students follow example	Mixed	Games; role play; discussion	Group work; projects

Sometimes teachers do not feel comfortable in using a more learner-centered approach, as they may feel it weakens their control on the classroom or will slow down the class. However, a teacher can still be an authority figure without being in the center of the classroom. Also, the students will be more engaged in their learning and will often retain the knowledge better from learner-centered activities, while also gaining skills that will help them be successful long-term. Since the goal of this health program is more than acquiring knowledge but also inspiring healthy changes, we promote the use of learner-centered activities (games).

## 1.2 Multiple Intelligences

All people have different capabilities, strengths, and weaknesses, and we all learn in slightly different ways. However, in the past traditional education only focused on a narrow view of intelligence, and many students were left behind or lost confidence in their abilities. For this reason, the concept of **multiple intelligences** was proposed. Though some students may excel in lecture-based classes, others will shine when they have a chance to see concepts visually or do something with their hands. For this reason, it is important for teachers to use diverse teaching methods in order to reach more of their students.

To better understand how students learn and excel, eight types of intelligence were identified and are listed in the following table. Please note that all learners have varying degrees of capabilities in each, and even traditional learners will also benefit from other approaches (such as visual and game-based). We recommend teachers use at least 2-3 different types of methods in each class to ensure that their students excel.

Intelligence	Strengths	Methods for the Classroom
<b>Picture Smart (Visual)</b> 	Good at interpreting pictures, graphs, and charts; Enjoys drawing and painting; Recognizes patterns easily	Drawing; Using pictures and charts to show ideas
<b>Word Smart (Verbal)</b>	Good at remembering written and spoken information; Enjoys	Reading; Writing; Discussions; Storytelling



	reading and writing; Explains ideas well	
<b>Number Smart (Mathematical)</b> 	Good at solving problems; Enjoys thinking about abstract ideas; Calculates and computes data well	Conducting experiments; Solving problems; Playing games that use math and logic
<b>Body Smart (Kinesthetic)</b> 	Good at dancing and sports; Enjoys creating things with his or her hands; Learns by doing	Active games; Acting out concepts; Building objects
<b>Music Smart (Musical)</b> 	Good at remembering songs and melodies; Enjoys singing and playing instruments; Recognizes notes and musical patterns easily	Using songs and dance to teach concepts; Poetry; Clapping to memorize facts
<b>People Smart (Interpersonal)</b> 	Good at communicating; Sees situations from different perspectives; Able to resolve conflicts	Group work; Peer learning; Games
<b>Self Smart (Intrapersonal)</b> 	Good at analyzing his or her own strengths and motivations; Enjoys analyzing ideas and their own feelings; Excellent self-awareness	Journal writing; Goal-setting activities; Reflection
<b>Nature Smart (Naturalistic)</b> 	Good at recognizing and categorizing plants and animals; Enjoys being in nature; Interested in science	Nature walks; Connecting topics to the natural world; Cleaning school yard or starting a garden

In summary, all learners will benefit from the addition of different types of activities in the classroom. More students will be able to understand the material, and different activities will make it more engaging for all. As a note, it's not necessary for a teacher to try and find activities for all types of intelligences. All people have multiple intelligences and will benefit from a small, focused mix of activities that do not dilute the learning content.

### 1.3 Early Childhood Education

**Child development:** Early childhood (0-8 years old) is considered a critical period of human development, in which dramatic changes occur in all areas of life including physical, social-emotional, and cognitive development. This period is a crucial formative period that shapes who a person will become. Studies have shown that early childhood education has far-reaching effects on intelligence, character, and future employment opportunities. For this reason, the



United Nations and other policy makers have begun to promote early childhood education as an important investment for health, economy, and a country's development.

The following 5 areas develop during early childhood:

Areas of development in early childhood	
<b>Immune System</b>	The immune system develops during the early ages and impacts a person's lifelong health.
<b>Behaviors &amp; Habits</b>	Young children learn habits and behaviors that stay with them for the rest of their lives.
<b>Interaction &amp; Communication</b>	Children build skills to communicate and interact with other people and their environment, which influences the quality of their relationships throughout life.
<b>Learning through Play</b>	Children learn most effectively through playing, games, songs, and drama – learning through play helps them understand how to behave.
<b>Thinking &amp; Language</b>	During these formative years, language and thinking development is crucial – which is why it's important to speak to children, explain things in depth, ask questions, and tell stories.

**Strategies for early childhood:** Behavior change is not an easy task and involves more than learning the healthy behavior. People also need motivation and practice to change. When you teach the prevention behaviors to young children, here are some strategies that may help:

- ✓ **Model the behavior-** Children learn behaviors by seeing and copying others. You can show them how to wash their hands and faces and then let them practice as well.
- ✓ **Build an emotional connection-** Storytelling is a good tool for teaching young children, as they can connect to the fictional characters and become invested in their actions.
- ✓ **Ask students to be teachers-** Responsive storytelling asks students to take part in the fictional story. How can they help the characters achieve their goal? Ask them to model the behaviors for others and act as the teacher in spreading important health messages.
- ✓ **Nurture imagination and creativity-** Imagination is an important tool for children's cognitive and social development. Through imagination, students can play with new ideas and create scenarios where they can experiment with what they learn.
- ✓ **Address multiple intelligences-** Engage the students through drawing, singing, acting, and playing. They will be more engaged and have more ways to internalize the material.
- ✓ **Create a routine-** Children will remember the behaviors if it becomes a part of their daily lives. Teachers can schedule a set time for handwashing each day or checking face cleanliness, so students know to expect it and be ready.

## 1.4 Storytelling

Storytelling is one of the oldest and most effective teaching tools. A story can illustrate key messages and teach important ideas in a way that is both engaging for students and connects them more deeply to the material. Listeners can feel an emotional or personal connection to



the characters that they do not feel when the information is presented only as facts. Moreover, stories promote imagination, activating the listeners' brains in ways that lectures do not.

**In the Classroom:** When stories are used in the classroom, students can picture the story in their mind, make predictions, and use critical thinking skills to add to the story or solve problems in it. These activities improve students' listening and verbal skills. Storytelling can also help students build confidence in themselves as learners and inspire in them an interest in reading and literacy.

The following tips will make storytelling even more engaging:

- ✓ **Use voices-** Play with the characters and use different voices for each of them.
- ✓ **Use body language-** Make gestures to illustrate key points or actions in the story.
- ✓ **Add to the story-** Add descriptions to enrich the narrative.
- ✓ **Ask students to respond-** Let them use their imagination to guess what happens next or create new situations in the story. They will be more engaged if they are actively responding to the story.
- ✓ **Adapt the story to the local context-** Use names and descriptions of local places so students feel even more connection to what is happening in the story.
- ✓ **Have fun when you tell the story-** If you enjoy it, then the students will enjoy it. Use a playful and humorous tone.

## 1.5 Using Games in the Classroom

**Games for Learning:** Teachers may be wary of using games in the classroom, as they may associate games with play and break times. However, games can be an extremely effective tool for teaching. Game-based learning can make learning more fun, engaging, and memorable. With games, learning does not only originate from one source (the teacher) but also comes from other players as well as the individual's own experimentation during gameplay. Games can be used to transmit more than information, as they can also support social development and self-learning skills. They are also an ideal tool for teaching behaviors to young children, as they provide peer feedback and reinforce key messages.

**Benefits:** Studies have shown that games can be an effective learning tool that both engages and motivates students. In comparison to lectures, games can more greatly improve long-term knowledge retention. They are also more effective at promoting healthier habits than passive learning styles, and thus are a recommended tool for encouraging behavior change. Games can also provide other classroom benefits, such as increasing concentration levels and improving children's ability to follow rules. Other benefits to students include improvement of:

- ✓ **Goal setting skills-** A game can provide the students with the chance to set individual or team goals and plan ways to achieve them. Goal setting promotes ownership of the content as well as independence.
- ✓ **Interpersonal skills-** Through teamwork and competition, students will gain valuable experience in working with their peers in different ways. Peer feedback will inform their actions, social development, and behaviors.
- ✓ **Self-learning skills-** Students can gain more confidence through game play by experimenting with new knowledge and skills throughout the game.



- ✓ **Leadership skills-** In a game, students have the opportunity to lead at different points and impact the game for themselves and others.

**Effective Use:** For games to have value in the classroom, the teacher must design and use games that are engaging and relevant. The games should also give the students confidence and satisfaction so they feel more ownership over what they are learning. Four key questions the teacher should ask before using a game are:

- ✓ **Attention-** *Will this game keep the students engaged and interested until it ends?* For this reason, games should be age-appropriate. If the game is too juvenile, then students may get bored. If the game is too difficult, then students may be overwhelmed and feel lost and unmotivated. Using competition or collaboration between peers can also encourage more engagement from students.
- ✓ **Relevance-** *Does this game fit into the learning content and goals for this lesson?* The game should match what the students are currently learning in school and give them an opportunity to practice the content in a meaningful way.
- ✓ **Confidence-** *Will the students be able to practice the new information and skills during game play?* Through game play, students can experiment with the new information and behaviors in a way that reinforces the correct way through peer feedback. Through this experimentation, students can gain more confidence in sharing key messages and performing target behaviors.
- ✓ **Satisfaction-** *Will the students feel satisfied during and after game play?* Students will feel more satisfied with a game if they clearly understand the rules and feel that the game is fair. The game should not feel like work or a burden for them to do. Instead it should be entertaining and fun.

The games included in this program were designed with the previous questions in mind. However, teachers know their own students the best and are encouraged to adapt them to make them even more relevant and fun.



## ■ Overview

# 2. About Trachoma

## Transmission and prevention

This community was chosen for a health education program because of the prevalence of blinding trachoma here. Trachoma is most common in young children and also amongst women who are their caretakers. If it is not treated and prevented, then this disease can cause lifelong disability and problems. Fortunately, it is fairly easy to prevent trachoma with simple healthy changes to behavior. These healthy habits can significantly reduce the risk of illness and protect both children and their families from trachoma and other hygiene-related diseases.

### 2.1 Overview of Trachoma

Ethiopia has the highest burden of trachoma globally, with 657 weredas endemic for trachoma and nearly 75 million people at risk of infection. These numbers are troubling as trachoma is the leading infectious cause of blindness in the world.

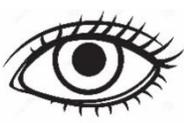
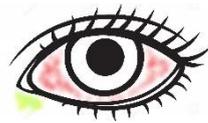
**About Trachoma:** Trachoma is caused by a bacterium called *Chlamydia trachomatis* which spreads through contact with nasal and ocular discharge of an infected person, via eye-seeking flies, touch, and sharing of cloths. The disease is most prevalent in rural communities where there is often a lack of adequate sanitation and clean water.

**Signs & Symptoms:** Trachoma usually affects both eyes, and the symptoms are often more severe in the upper lid. The disease often presents the following symptoms:

- Itching and irritation of the eyes and eyelids
- Discharge from the eyes containing mucus or pus
- Eyelid swelling
- Light sensitivity (photophobia)
- Eye pain
- Blurred vision
- Eyelids turning inwards (during an advanced stage of the disease)

Following repeated infections during childhood, a person's eyelashes turn inward and scratch the cornea while blinking. This leads to scarring, diminished vision, and eventually blindness.

### Stages of Trachoma

			
Normal Eye	Eye irritation and discharge	Eyelid swelling	Eyelids turn inward and eyelashes scratch cornea (advanced disease leading to blindness)



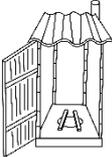
**Risk Groups:** Children (ages 1-9) are especially vulnerable to infection from trachoma, due to their unhealthy hygiene habits. However, the disease progresses slowly, and the more painful and disabling symptoms may not emerge until adulthood after repeated infections. Women suffer blindness from trachoma at four times the rate that men do, as they are exposed both as children and then later again as adults while taking care of children.

**Transmission:** Trachoma is contagious and spreads through contact with discharge from the eyes or nose of an infected person via various modes of transmission. An unclean face and an unclean environment (due to open defecation) serve as the settings for trachoma transmission. The five main pathways of trachoma infection are:

- **Feces:** Feces attract the flies and provide a breeding area for them to multiply. Having feces in close proximity to living quarters or schools raises the risk of infection.
- **Faces:** Nasal and eye discharge contain the bacteria that can be transmitted to other individuals.
- **Flies:** ‘Eye seeking flies’ carry bacteria from the discharge on an infected person’s face to healthy people’s eyes, thus spreading the infection.
- **Cloths:** Sharing towels/cloths between infected and healthy people may transmit the bacteria to the healthy individual and infect him as well.
- **Hands:** Touching an infected eye with your fingers and then coming in contact with another individual (for example by hand shaking) can transmit the bacteria.

## 2.2 SAFE Strategy

Trachoma is a burden on both individuals and communities, as it makes it difficult for children to go to school and affected adults to work and care for their families. It has also led to a great economic cost to countries from lost productivity due to blindness and visual impairment. For these reasons, both the World Health Organization (WHO) and the Ethiopian government have prioritized trachoma as a disease for elimination. To prevent and eliminate trachoma, the World Health Organization (WHO) recommends the SAFE strategy:

SAFE strategy for trachoma		
<b>Surgery</b>		Treat the advanced/ blinding stage of disease with eye surgery
<b>Antibiotics</b>		Clear the infection with the antibiotic azithromycin, usually through mass drug administration (MDA) campaigns
<b>Facial cleanliness</b>		Promote washing faces and hands with soap and water to help prevent infection and re-infection
<b>Environmental improvements</b>		Improve access to clean water and sanitation in order to reduce transmission of the disease; Also, properly dispose of animal and human feces to reduce breeding grounds for flies



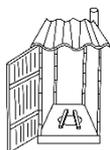
The first two components of the SAFE strategy—surgery and antibiotics—focus on **treatment** of active cases. The second two components—facial cleanliness and environmental improvements—focus on **prevention** of new cases. Both treatment and prevention are important for eliminating trachoma.

Currently, most trachoma elimination programs only focus on the first two components—surgery and antibiotics. The reason is that people will see immediate results from surgery and medicine, which helps show impact to donors and governments. However, environmental improvements to WASH often require extra resources and money, and behavior change (such as face-washing and hand hygiene) can take a long time to see results and is often harder to monitor. This education program focuses on the F & E components.

## 2.3 Prevention Behaviors

Medicine is necessary to treat trachoma and kill the bacteria that makes people sick. We need to encourage students to take the medicine during the MDA, since it is an important step in getting healthy. However, while most people get better after taking medicine, they often get sick again later. The reason is that antibiotics kill the bacteria in their body at the time. However, people get re-infected because they continue to do the unhealthy habits that got them sick before. For this reason, this health program focuses on the F&E components (behavioral and environmental) as a way to break the cycle of infection.

**Prevention behaviors:** The school program teaches healthy behaviors that can prevent trachoma, as well as other WASH-related diseases. These healthy behaviors are based on 5 key messages, which are related to keeping your body clean and your environment clean.

Key Message		Personal Behaviors
Clean Hands		Wash hands with soap and water at key times
Clean Face		Wash face with soap and water when dirty; Do not share face cloths
Clean Environment		Use the latrine; Do not defecate outside or near water sources
Clean Space		Clean latrines, rooms, and yard



## Healthy Friends & Family



Share the healthy messages with others!

**Clean Hands:** Handwashing with soap and water is one of the most important behaviors for disease prevention. It helps prevent many diseases, many more than just trachoma. It is also one of the cheapest ways to prevent disease. The steps for proper handwashing are in **Appendix 1**, and it is a good idea for teachers to conduct a handwashing demonstration for students so they learn the proper method.

- *Connection to trachoma:* A sick person rubs their eyes and then touches a healthy person's hands. If they then touch their dirty hands to their eyes, they can spread the bacteria and get sick also.
- *Connection to other diseases:* Bacteria and parasites can spread through the fecal-oral route. This occurs when a person does not wash their hands after defecating and then eats, spreading the feces to their mouth. Even 1 gram of feces can spread disease, so it is very important for people to wash their hands!
- *Key times:* People should wash their hands 1) before eating or touching food, 2) after going to the bathroom, and 3) after playing or touching animals.

**Note for educators:** Tell your students, "Would you eat poop? If you don't wash your hands, you may be eating it!" Even one gram of feces, an amount you may not see, can spread disease.

**Clean Face:** Children should wash their faces with soap and water to prevent trachoma. When they dry their face, they should use a clean towel that is not shared with other children.

- *Connection to trachoma:* Dirty faces attract flies, and flies can spread trachoma from a sick child to a healthy one. Also, the bacteria can spread on dirty towels that are shared between people.
- *Key times:* It is important for face washing to be part of children's daily routine. In this health program, we recommend that children wash their faces 1) when they wake up and 2) before going to bed. They may also need to wash their faces if they get very dirty while playing.

**Clean Environment:** One of the most important facts to teach students is that feces can cause and spread disease. Even one gram of feces can be dangerous and can contain 10 million viruses, 1 million bacteria, and over a hundred parasites. We do not want these to spread to our water, our children, or ourselves. For this reason, it's extremely important that students use the latrine.

### 1 gram of feces can contain

10,000,000 viruses

1,000,000 bacteria

100 parasite eggs

- *Connection to trachoma:* Feces is a breeding ground for flies, and flies can spread trachoma.



- *Connection to other diseases:* Intestinal worms and schistosomiasis are also connected to open defecation. Flies can land on poop and then on our food, spreading parasites. People can defecate near water that people use, and we can get sick from it.

**Clean Space:** The areas that people regularly use (both inside and outside) should be clean of feces and garbage. A dirty environment attracts flies and can spread disease.

- *Connection to trachoma:* Flies breed in dirty environments, and they can spread trachoma between people.

**Healthy Friends & Family:** For the health program to be successful, the students will need to share the healthy messages with their friends and family. By making the students health messengers, they will have more ownership over the behaviors as they will need to be role models for others. Also, their families can start making changes to improve health in the home.





## ■ Lesson Plan

# 3. Early Childhood (Grades 1-2)

## Activity Book

### Objective:

- ✓ Students will be able to define trachoma and identify prevention behaviors.
- ✓ Students will gain confidence and practice in spreading health messages to others.

### Materials:

Activity books (one for each student), pens/ pencils, handwashing set (soap + water)

## 1. Opening

*Time: 10 minutes*

**1. Ask:** Tell us about the last time that you were sick. How did you feel? Was there anything you could not do?

**2. Ask:** What are some things that you do to stay healthy?

- “Being sick sounds awful. That is why we will learn today how to stay healthy from a disease called trachoma.”

## 2. Presentation

*20 minutes*

### 1. Explain:

- In this community, there is an eye disease called trachoma that makes children sick.
- It is easy to stay healthy from this disease. First it’s important to take medicine during MDAs at your school because it will help you get better.
- However, you can get sick again if you’re not careful. That is why we are going to learn how trachoma spreads and how you can prevent it with healthy behaviors.

**2. Ask:** Close your eyes. What activities are harder if you can’t see?

### 3. Explain:

- Trachoma usually begins as eye irritation with discharge. You’ll have itchy, red eyes. However, if you get sick with trachoma a few times, it can damage your eyes and make you blind.
- You get sick with trachoma when the it gets in your eyes. The germ that causes trachoma is very small and you can’t see it without a microscope, but it can make you sick.
- Trachoma can spread in a few ways:
  - ➔ Flies- Flies land near a sick person’s eyes, pick up the germ, and then land on a healthy person’s eyes.
  - ➔ Dirty hands- A sick person rubs their eyes and gets the germs on their hands. Then they touch a healthy person’s hands, and the healthy person touches their face after and spreads the germ to their face.



- ➔ Dirty cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.
- ➔ Dirty face- Flies like dirty faces and will land on them more, giving them more chances to spread trachoma.
- ➔ Poop- Flies like poop. If there is poop outside, they will lay eggs and make more flies that can spread the disease.

**4. Ask:** What behaviors do you think will keep you healthy from trachoma? (You can also ask this after you explain each transmission method so they can connect the healthy behaviors to each transmission pathway.)

**5. Explain:** Five key messages will keep you and your family safe from trachoma!

- **Clean hands-** Wash your hands with soap and water at key times.
- **Clean face-** Wash your face with soap and water when dirty. Do not share face cloths.
- **Clean environment-** Use the latrine! Do not go to the bathroom outside or near water sources.
- **Clean space-** Clean latrines, rooms, and yard of trash.
- **Healthy friends and Family-** Share the healthy messages with others!

### 3. Practice

40 minutes

**1. Say:**

- Now we will read a story together that you can use to tell your friends and family about trachoma!

**2. Give each student an activity book. Work through the book together. Below are tips for each page:**

- **Cover-** Tell them to write their name and grade. Point out the characters on the cover to the students and tell them the dinosaur is named Bobo. What names can we give the brother and sister?
- **Page 1-** Use your village's name and the brother's and sister's names to read the text on the first page. Read out what little sister says in a young voice. Ask the students to think of a response for the dinosaur to say. Ask them to act it out in a dinosaur's voice. They can also color the characters or draw clothes for Bobo.
- **Page 2-** Read aloud the text at the top. Ask for a volunteer to act out the steps as you read through them. You can also do a real demonstration with a volunteer using soap and water.
- **Page 3-** Read the text at the top. Tell the students to circle all the areas with germs that the brother and sister should avoid. Afterwards, they should draw their school in the box on the bottom.
- **Page 4-** Read the text at the top. Tell students to circle the differences between the two pictures.
- **Page 5-** Read the text at the top. Can the students draw a path for the brother and Bobo to get to the health center?
- **Page 6-** Read the text at the top. How is trachoma spread? Tell them to draw lines that connect the dots in order (draw a line to connect dot 1 to 2 etc). You may need to show them an example by doing the first few lines with them.



- **Page 7-** Read aloud the text at the top. Tell students to draw lines from the unhealthy behaviors to the healthy ones that they should do instead.
- **Page 8-** Read the text and go over the key times for hand and face washing. Teach the students the song from the training that teaches the key washing times.
- **Page 9-** Read the text aloud. Tell students to draw the characters happy and healthy at school together again!

## 4 Closing

5 minutes

**1. Ask:** You now have your own storybook to teach people about trachoma! Who will you share this story with?





## ■ Lesson Plan

# 4. Older Primary (Grades 3-5)

## Board Game

### Objective:

- ✓ Students will be able to define trachoma and identify prevention behaviors.
- ✓ Students will gain confidence and practice in spreading health messages to others.

### Materials:

Board games with cards and dice (one set per 6 players), handwashing set (soap + water)

### 1. Opening

*Time: 10 minutes*

**1. Ask:** Tell us about the last time that you were sick. How did you feel? Was there anything you could not do?

**2. For whole group:** Ask for volunteers. Tell them to act out healthy behaviors they do to keep from getting sick, and the other students can guess the behaviors.

- “Being sick sounds awful. That is why we will learn today how to stay healthy from a disease called trachoma.”

### 2. Presentation

*20 minutes*

#### 1. Explain:

- In this community, there is an eye disease called trachoma that makes people (and especially children) sick. It can hurt our eyes, and if we don't treat it and prevent it, then it can lead to problems with our eyes later on.
- Fortunately, it is easy to stay healthy from this disease. First it's important to take medicine during MDAs at your school because it will help you get better.
- However, you can get sick again if you're not careful. That is why we are going to learn how trachoma spreads and how you can prevent it with healthy behaviors.

**2. Ask:** Close your eyes. What activities are harder if you can't see?

#### 3. Explain:

- Trachoma usually begins as an eye irritation with discharge. You'll have itchy, red eyes. However, if you get sick with trachoma a few times, it can damage your eyes and make it very difficult to see. Some people become blind.
- You get sick with trachoma when the it gets in your eyes. The germ that causes trachoma is very small and you can't see it without a microscope, but it can make you sick.

**4. Show:** Ask for volunteers to come up and act out (or draw on the board) the ways that you are describing.



- Trachoma can spread in a few ways:
  - ➔ Flies- Flies land near a sick person’s eyes, pick up the germ, and then land on a healthy person’s eyes.
  - ➔ Dirty hands- A sick person rubs their eyes and gets the germs on their hands. Then they touch a healthy person’s hands, and the healthy person touches their face after and spreads the germ to their face.
  - ➔ Dirty cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.
  - ➔ Dirty face- Flies like dirty faces and will land on them more, giving them more chances to spread trachoma.
  - ➔ Poop- Flies like poop. If there is poop outside, they will lay eggs and make more flies that can spread the disease.

**5. Ask:** So what behaviors can keep you healthy from trachoma? (You can also ask this after you explain each transmission method so they can connect the healthy behaviors to each transmission pathway.)

**6. Explain:** Five key messages will keep you and your family safe from trachoma!

- **Clean hands-** Wash your hands with soap and water at key times.
- **Clean face-** Wash your face with soap and water when dirty; do not share face cloths.
- **Clean environment-** Use the latrine! Do not go to the bathroom outside or near water.
- **Clean space-** Clean latrines, rooms, and yard of trash.
- **Healthy friends and Family-** Share the healthy messages with others!

### 3. Demonstration

15 minutes

**1. Say:**

- One of the most important hygiene behaviors is washing hands with soap and water.
- People use their hands all day for many different types of activities, but we should always wash our hands at 3 key times: 1) before touching food or eating, 2) after using the bathroom, and 3) after playing.
- If we don’t wash our hands, then we can spread bad germs to our mouths and our face, which can make us sick.

**2. Teach:** Take a few minutes to teach students the handwashing song from the training that focuses on the key times to wash hands and faces.

**3. Demonstrate:** Go to the school’s handwashing area or use a bottle of water and soap in the classroom for the demonstration.

- Ask for 2 volunteers.
- Use the instructions in **Appendix 1** and read out each step for the volunteers to do.
- If there is extra time, ask for other students to practice as well.

### 4. Practice

40 minutes

**1. Say:** Now we will split in groups and play a game to practice what we learned!



**2. Divide students into group of 2-6 players:** Give each group a game board, game cards, and dice. Make sure at least 1 player in the group is able to read.

**3. Give them instructions on how to play. You may need to demonstrate a few turns with them as an example.**

- Players will make or choose a unique game token for themselves. As examples, their game token can be a rock or a scrap of paper with a picture.
  - Players will roll the dice to see who goes first. The person with the highest number will have the first turn, with players continuing in a clockwise manner after.
  - All players start with their tokens on “START”.
  - In each turn, the players will roll the dice one time and move the corresponding number of spaces along the game board.
  - If they land on a blue space, they will pick a blue “Clean” card and follow the directions. All blue cards move the player forward or give them an extra turn for rolling the dice.
  - If they land on a brown space, they will pick up a brown “Dirty” card and follow the directions. All brown cards move the player backwards or lose them their next turn at rolling the dice.
  - If they land on a green space, they will pick up a green “Challenge” card and complete the challenge. All green cards give a task for the player to complete. The other players will judge if the player is correct. If yes, he/ she will move forward or get an extra turn. If no, then he/she will not move forward or backwards in this turn.
  - In each turn, the player will only pick up one card for the first space they land on. However, some cards give them an extra turn, which means they will roll again and then get another card since it is considered a new turn.
  - The first player to reach “END” wins the game!
4. Walk around the room as the students play the game to check progress and answer any questions.
5. If one group finishes very early, they can play another round of the game.
6. Make sure all groups pack up the game with all the cards and dice when they finish.

## 5 Closing

10 minutes

**1. Say:** When you go home, remember to share the healthy messages with your friends and families!

**2. Instruct:** To help you remember the healthy messages, we will repeat the messages with a clap.

- Say one of the key messages (clean hands) and everyone claps once together.
- Point to a student to say another key message, and everyone claps once again.
- That person points to another student who says another key message, etc.
- Repeat it again but faster.





## ■ Lesson Plan

# 5. Health/ WASH Clubs

## Challenge Game

### Objective:

- ✓ Students will be able to define trachoma and identify prevention behaviors.
- ✓ Students will gain confidence and practice in spreading health messages to others.

### Materials:

Challenge posters, pens/ pencils, handwashing set (soap + water), materials for the challenges (as needed)

## 1. Opening

*Time: 10 minutes*

**1. Say:** Tell club members that you will say a statement, and they will stand if the statement is true for them. They will stay seated if not.

- Stand if you ever missed school because you were sick.
- Stand if you had an eye infection when you were young.
- Stand if you wash your face with soap and water every day.
- Stand if you like to play outside with your friends.
- Stand if you wash with soap and water after playing outside.
- Stand if you want to improve health at the school.
- Stand if you have brothers and sisters.
- Stand if you will share healthy messages with them.

**2. Ask:** You can ask follow up questions to students related to the statements.

- What do you do to stay healthy?
- What can we do in school to make it a healthy place for students?

## 2. Presentation

*20 minutes*

### 1. Explain:

- As club members, you have an important role in improving health in the school.
- Today we will learn about an eye disease called trachoma that makes people (and especially children) sick. It can hurt our eyes, and if we don't treat it and prevent it, then it can lead to problems with our eyes later on.
- Fortunately, it is easy to stay healthy from this disease. First it's important to take medicine during MDAs at your school because it will help you get better.
- However, you can get sick again if you're not careful. That is why we are going to learn how trachoma spreads and how you can prevent it with healthy behaviors.
- You will be responsible for spreading these healthy messages to other students in school, as well as to your families at home.

**2. Ask:** Close your eyes. What activities are harder if you can't see?



### 3. Explain:

- Trachoma usually begins as an eye irritation with discharge. You'll have itchy, red eyes. However, if you get sick with trachoma a few times, it can damage your eyes and make it very difficult to see. Some people become blind.
- Trachoma is caused by bacteria that can enter your eyes and make them irritated. Bacteria are germs that are very small and you can't see them without a microscope, but they can make you sick.

**4. Show:** Ask for volunteers to come up and act out (or draw on the board) the ways that you are describing.

- Trachoma can spread in a few ways:
  - ➔ Flies- Flies land near a sick person's eyes, pick up the bacteria, and then land on a healthy person's eyes.
  - ➔ Dirty hands- A sick person rubs their eyes and gets the bacteria on their hands. Then they touch a healthy person's hands, and the healthy person touches their face after and spreads the bacteria to their face.
  - ➔ Dirty cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.
  - ➔ Dirty face- Flies like dirty faces and will land on them more, giving them more chances to spread trachoma.
  - ➔ Poop- Flies like poop. If there is poop outside, they will lay eggs and make more flies that can spread the disease.

**5. Ask:** So what behaviors can keep you healthy from trachoma? (You can also ask this after you explain each transmission method so they can connect the healthy behaviors to each transmission pathway.)

**6. Explain:** Five key messages will keep you and your family safe from trachoma!

- **Clean hands-** Wash your hands with soap and water at key times.
- **Clean face-** Wash your face with soap and water when dirty; do not share face cloths.
- **Clean environment-** Use the latrine! Do not go to the bathroom outside or near water sources.
- **Clean space-** Clean latrines, rooms, and yard of trash.
- **Healthy friends and Family-** Share the healthy messages with others!

**7. Say:** These behaviors will also help keep you safe from other diseases besides trachoma, such as intestinal worms that can give you stomach problems.

### 3. Demonstration

15 minutes

#### 1. Say:

- One of the most important hygiene behaviors is washing hands with soap and water.
- It is important for preventing the spread of many diseases, including trachoma, intestinal worms, and even COVID-19.



- People use their hands all day for many different types of activities, but we should always wash our hands at 3 key times: 1) before touching food or eating, 2) after using the bathroom, and 3) after playing.
- If we don't wash our hands, then we can spread bad germs to our mouths and our face, which can make us sick.

**2. Demonstrate:** Go to the school's handwashing area or use a bottle of water and soap in the classroom for the demonstration.

- Ask for 2 volunteers.
- Tell one volunteer to be the "teacher" and the other volunteer will be the "student."
- The "teacher" will use the instructions in **Appendix 1** and read out each step for the volunteer to do.
- If there is extra time, ask for other club members to practice as well.

**3. Ask:**

- Do students at school have access to water and soap for handwashing every day?
- If not, how can we improve it?

## 4. Practice

20 minutes

**1. Say:** Now we will start a Challenge Game, and the two students with the highest scores will be named Hygiene Heroes at school!

**2. Tape up the Challenge Poster in an area that is easy for students to see:** Ask students to write their names on the list. The poster will be used to record points from the challenges for each student.

**3. Explain the instructions on how to play.**

- Choose a challenge coordinator for the game. This person can be the club coordinator or a student who is not participating in the challenges. This coordinator will announce the challenges, judge completion, and award points.
- Students will have a different challenge to complete on each day. Some challenges are individual, and some challenges can be completed in teams. If they complete the challenge in teams, then all team members receive the same number of points.
- If they do not complete a challenge in time, they will get 0 points.
- If they complete the first half of the challenge, then they will get 5 points.
- If they complete the full challenge in time, they receive 10 points. The highest number of points per game is 100 (10 challenges for 10 points each.)
- If they complete the challenge outside of school (such as in Challenge 6), decide on how to verify the points. For example, another person can confirm it, or they can bring in a signed sheet saying they completed the challenge.



- After 10 challenges, the scores will be tallied. The two students with the highest score are the Hygiene Heroes! They will get a medal to wear around school. If there are more than 2 winners, they can rotate wearing the medal. Alternatively, you can do a tie-breaking activity.
4. Choose 1-2 challenges to start the competition.

## 5 Closing

5 minutes

### 1. Ask:

- What challenge should we do next time we meet?
- Do you want to add any extra \*bonus\* challenges to the list? What?



■ Appendix 1

# Steps for Handwashing

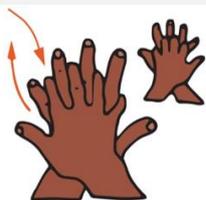
**Use:** You can use this page as a guide to show and model the steps for students. It is recommended to wash hands with soap for 20 seconds and target all parts of the hand.



1. Wet hands with water.

2. Wet hands with soap until it lathers with bubbles.

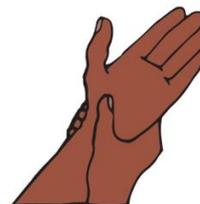
3. Rub hands palm to palm.



4. Rub back of each hand with the palm of the other hand with fingers interlaced.

5. Rub palm to palm with fingers interlaced.

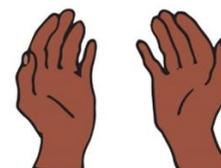
6. Rub with backs of fingers to opposing palms with fingers interlaced.



7. Rub each thumb clasped in opposite hand using rotational movement.

8. Rub tips of fingers in opposite palm in a circular motion.

9. Rub each wrist with opposite hand.



10. Rinse hands with water until all soap is gone.

11. Dry thoroughly with a clean towel.

12. Your hands are now clean!



## ■ Appendix 2

# Handwashing + Face Washing

**Use:** You can use this page as a guide to model the steps to young children. The steps are simplified and face washing is included. The goal is for children to make face washing a daily habit and a part of their morning and evening routine.



1. Wet hands with water.



2. Rub your hands with soap until it lathers with bubbles.



3. Rub hands palm to palm.



4. Rub one hand over the other with fingers interlaced.



5. Use your soapy hands to wash your face. Keep your eyes closed.



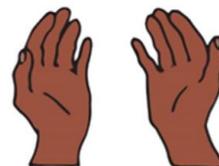
6. Rinse hands with water.



7. Rinse face with water to make sure all soap is gone.



8. Dry hands by shaking them or using a clean towel.



9. Your hands and face are now clean!





Ethiopian Federal Ministry of Health | NALA Foundation | Sightsavers International

