

Essential Health-Care Education

A Training Program. Based on body playing and acting

Federico Moro

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With this manual we hope to support the work of all social health workers that will promote health education to children in Tibet and in all other parts of the world.

“Healthy children will build an healthy future”



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Introduction:

WHAT IS HEALTH AND HEALTH EDUCATION?

Defining health education is as difficult as defining the concept of health. Different cultures have different ideas about what is healthy and what actions should be taken to improve the quality of life. In general we can define health as: “The general condition of a person in all aspects. It is also a level of functional and/or metabolic efficiency of a human being”; according to the World Health Organization Constitution of 1946 “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” The concept of health as defined by the WHO has broad and positive implications. It sets out a high standard for positive health. It represents the overall goal that all nations should strive to reach.

In this context the following manual aims to use practical and theoretical knowledge to support health education teachers, social workers and physical trainers in the important work of promoting and developing a culture around basic health education for children.

Defining Health education is:

“Any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions.” (Joint Committee on Health Education and Promotion Terminology)

“Comprising of consciously constructed opportunities for learning involving some form of communication designed to improve health literacy, including improving knowledge, and developing life skills which are conducive to individual and community health.” (The World Health Organization)

Through the development of physical skills the health education contents of the following text focuses on 5 main areas:

1. General anatomy
2. Personal health care
3. Clean and safe environment
4. Food and nutrition
5. Healthy use of toilet and water

TRAINING OBJECTIVES:

The objective of this training program is to teach basic health education knowledge. This will be enabled by skills that program participants will learn, both individually and as a part of groups. The process is supported by the following documentation which focuses on a practical application of this course's content. Starting from the principal that the group is a precious resource, it will develop with interactive group activities. These will involve all of the participants in a process of individual development as well as the development of social interaction skills.

Specific learning objectives are:

1. To develop specific knowledge about basic health education.
2. To develop general knowledge about body structure and functions.
3. To develop personal physical skills and self development process.
4. To develop social interaction and social awareness about basic health education.
5. To support the understanding process of the training tools and help the participant to learn how to apply them in their training practice.

TARGET:

This course has been designed for children from 8 to 15 years old with normal body conditions and a normal social interaction ability. Each class is suggested to have from 8 to 15 participants, with one trainer for every 7 children

The second level targets are the families and the social community around the school. These will be involved in a final presentation in which the students will show the content they have learned.

METHODOLOGY:

The training methodology is based on four different techniques. The result of these four techniques is to give a complete set of useful tools that will lead the trainees to a final public demonstration of the content learned and, at the same time, will support development during the daily life.

Class discussion

The content of basic health education will be discussed in groups. The purpose of this is to allow the children to play an active part in the learning process. Each time the teacher introduces a complex subject he or she should always ask the participants what they already know about the subject first. This allows the instructor to verify if the childrens' previous



knowledge is correct, while inviting the children to join a group discussion. The most effective result will come from the teacher leading the children to the knowledge rather than simply telling them.

Improvisation theatre game.

The aim of this technique is to raise the level of social interaction skills between the children and to develop their creativity. This technique will be also used to represent the educational content during the theatre scene.



Gymnastics

The focus of this technique is to develop physical self-perception and to develop physical potential in the children. Muscle power, balance and elasticity are core parts of this technique. In particular this technique will focus on: muscles, bones, the circulatory system and the respiratory system.

Creative simulation games (theatre scene)

This technique focuses on group interaction mixed with individual expression. The trainees will use all of the skills that they have learned throughout the course to make an effective scene.



LESSON STRUCTURE AND TIMING:

The course can be adapted according to specific local situations, such as the number of students, the time available for each lesson and the total number of lessons that can be taught (included the time for the final performance).

This text is made for a lesson plan in which each lesson is one hour.

The course is divided in three training modules that can be as long as the teachers think is necessary for the class to absorb the content.

Each module has a practical application part as well as related health education content. During each class the teachers can decide what exercises to use and which content to give to the students.

It is very important not to rush the timing of the program. Each content item should be explained and verified to be sure that the students have fully absorbed it. The teacher should move from one module to the following only when they are sure that all of the content and all of the exercises have been learned thoroughly and have been practised enough. Remember that the goal of the training is on one side to develop the physical, psychological and social skills of the children through the physical activities. On the other side, however, the goal of the training is also to transmit the content of anatomy, health care, environment and nutrition. This content will be tested at the beginning and at the end of the training. (for more details see the evaluation methods).

Since there are 15 different pieces of content that require dedicated discussions, the minimum time required to cover all the subjects is between 25 and 40 hours of training (also considered is the time for reviews, testing, performance and rehearsals) but more time is suggested in order to achieve more effective results.

TRAINING SPACE AND MATERIALS:

Although some materials are required to make the training experience more effective, in certain conditions it should be possible to run the training outdoors without any specific equipment.

Training space can be indoors or outdoors with the following characteristic:
It need to be protected from external distraction and bad weather conditions.
It needs to be a clean and safe environment where the trainers and the trainees can walk safely and confidently without shoes.

Some equipment might be required for the final performance, such as simple furniture (tables and chairs), costumes and other general items.

EVALUATION METHOD:

See Handout (pre test-post test) in appendix

The evaluation method is contains three phases and aims to help the children memorize the content of the health education in the program as well as to initiate discussion and an understanding of the training content among the trainees and into the families.

This goal is achieved through 7 pages of written material that will work as pre-test, a post-test and a handout for the students at the end of the course.

At the beginning of the course the students will take the pre-test. Then they will bring home an empty version of it and they will be invited to fill it up during the course. It will be explained that the final evaluation will be based on an identical test. During all training the teachers will remind the students to add the information that comes out of every lesson to the paper they have at home, as well as to discuss it with the other students, friends and family and to ask questions if they have doubts about it during the class.

One week before the final evaluation the students will have to bring the work they have done into class and they will have a one hour discussion (without the teacher) between them to correct and review the content they wrote during the course time.

After a few days the class will fill up the post test that will evaluate how much the content has been absorbed by the children; then the teachers will organize a final lesson to explain the correct answer of the pre- and post-tests to give the students a chance to correct their handouts.

Health education content:

Keep your body fit

Explanation on body structure and function

Importance of personal hygiene and a healthy body

How to protect the body

How to prevent the passage of bacteria

The importance of washing hair.

Dirty hands and how to wash hands.

Why the teeth are an important part of a healthy body.

The problems of bad smells from mouth.

The importance of brushing teeth

The problems of smelly feet.

About nutrition

The food pyramid

About healthy and unhealthy foods.

About Safe and Clean Environment.

The problems of dirty environments.

Collecting the rubbish around the school yard.

Where to throw the rubbish.

About the use of Toilet and water.

Toilet and personal waste

Training program overview:

Module One:	Lesson structure (if 60 minutes): Warm up games 20' Gymnastic 40'	Main Health education content: Muscular system Skeletal system Circulatory system Respiratory system
Module Two:	Lesson structure (if 60 minutes): Warm up games 15' Gymnastic 30' Theatre games 25'	Main Health education content: Nervous system Digestive system Bacteria, poisoning & injuries Nutrition
Module tree:	Lesson structure (if 60 minutes): Warm up games 15' Gymnastic 30' Theatre scene 30'	Main Health education content: Dirty and clean environments Personal care (brushing teeth, washing hands, feet and hair) Toilet and sanitation
Ending:	Lesson structure (if 60 minutes): Warm up 15' Final Play Rehearsal 45'	Main Health education content: All content revision and deepening

Training program - Module One: *Lesson structure (60min):*
 Warm up games 20'
 Gymnastic 40'

Introduction

First part of the training is based on general body development. The activity done during this period will be the base upon which the health education content will be placed. The children will learn how to care for and how to develop their body. At the same time they will also learn about the basic structure and function of muscles, bones, circulatory and respiration system starting from an exercise focused on correct posture.

During the practice teachers should take some time to explain the specific health education content present in the handout. It is suggested to explain no more than one subject each lesson and ask the children to repeat what they have learned in the previous lessons to be sure that all the content has been understood. Involving the children in the learning process through question and class discussion about each subject is also a very good way to make the memorizing process faster and more efficient.

Warm up games 20'

This part of the lesson needs to focus most on social interaction. Teachers should invite the children not to be shy but at the same time teachers should not give too much pressure to the children, as, especially in this stage, the children need to have the perception that they are playing. The rules should not be obstacles or limitations of the fun, but rather tools to make the activity more dynamic. It is very important that in this phase the children are free to express themselves without being pushed to reach an optimal result. The role of the teacher is to repeatedly remind the children that the game will get better with practice and to make the children see what they are doing wrong without giving any kind of negative judgement to the children. If this is done properly the group will correct itself and help respect the roles for the optimal result of the game.

The following games are adaptations of classic theatre improvisation games; teachers can be free to add elements or change the rules of the games according to individual situations, the number of the children involved in the game and the cultural and environmental context they are working in.

The “WOOSH” game

For this game the players should stand in a circle. The first stage of this game is a ‘woosh.’ The first player will pass ‘energy’ to a person standing next to him or her while saying a ‘woosh’ sound and raising the arms in a relaxed position towards the person he or she is passing to. The person’s entire focus should be on passing the ‘woosh’. The energy should be passed via ‘woosh’ in a single direction, and it should be passed along quickly with no pause in between a person receiving the energy and passing the energy to the next person. The second stage of this game is ‘bah.’ A ‘bah’ is performed by raising both hands as high as the head while say-

ing “bah.”

After this stage is introduced anyone can choose to pass the energy along with a ‘woosh’ or to block the energy with a ‘bah’. If the energy is blocked with a ‘bah,’ then the energy must continue in the opposite direction. The third stage of this game is ‘zap!’ A ‘zap’ allows the energy to be passed to anyone in the circle, even if the receiver is not standing next to the giver. To perform a ‘zap’ a person must clap his or her hands together while extending the arms toward the person to which the energy is being passed. This game can be continued until the instructor calls for an ending.



‘woosh’ - ‘woosh’



‘woosh’ - ‘bah’



‘woosh’ - ‘zap!’

Sound Ball

For this game the players should stand in a circle. The first player will throw an imaginary ball to someone else in the circle. He or she will use a vocalized sound (any sound) to launch the ball. The receiver mimes catching the imaginary ball and makes the same sound. Then he or she throws the ball to a new person using a new sound. Each time the ball is thrown a new sound should be made, and each time the ball is caught the receiver should mimic the thrower’s sound. As a more advanced version of this game, the instructor can add multiple balls at once. This game can be continued until the instructor calls for an ending.

Run and Trust

Have the children all stand in one line, single file. This activity is done one by one, so the line of children will wait while the first child does the exercise. The first child in line will begin to run in place, lifting their legs high so that the knees reach the height of their waist. He or she should close the eyes, lean forward slightly and then begin to run forward. The children keep running with eyes closed until the teacher claps his or her hands, at which point the children open their eyes and come to a halt.

STOP!!!

The teacher defines a space and tells the children to move around through this space. The first level is for the children to move through the space and the teacher will shout out “stop!” (when children stop it is common for them to look at the ground. Teachers should remind the children to look straight ahead.) Any children who continue moving after the teacher shouts “stop” are taken out of the space to watch with the teacher. The teacher continues this until about half

of the students have been taken out of the circle, at which point the teacher may have all the children start again. The second level is for the children to increase their speed. In the second level when the teacher says “stop” the children will make a pose. The teacher should encourage the children to put their bodies in a health-related pose. If the pose is not clear or distinct then the teacher may take the child out of the game. In the third level as the teacher says “stop” the children should find a partner to share eye contact with as quickly as possible. During this third step the children should still not move or laugh after the teacher calls out “stop.”

Gymnastic 40’

This part of the training is very important for helping the children understand in a practical way how their body works. It is also the starting point for the health education process.

Children need to understand that good health education starts with good general care of their body and exercise is the first step to achieve this result.

Warm up:

Basic position (postural exercise)

Starting position: stand with your feet touching each other. Open the point of your feet 45 degrees, then straighten them by rotating on the balls of the feet. Then open the front of the feet a little bit. You should have now the feet more or less at the same distance as your shoulders.



Now, move the hips a little. Just have the feeling that you can move your pelvis front back and on the side. Now your spine is in line and all the weight of your body is going from the neck to the legs. There should not be any pressure on the spine. You can relax all your upper body muscles and still feel that you are balanced on the ground. Keep this position and imagine a wall that starts from the front of your feet and comes straight up. Touch the wall with your knees (your hips are still in a comfortable inverse rotation). Then touch the wall with your hands. Now, without moving the angle between the spine and the legs move all the body forward so your sternum can touch the wall. You should find that all your body weight is leaning forward and is supported by the front part of your feet. Correct? Imagine that your spine is in line with the floor. This line should go from between the heels of your feet all the way to the top of your head. The line is not perpendicular because your body is leaning slightly forward. Keep this line straight while you lean slightly to move your body: back, left, right, and front again. Now try to move clockwise (right, back, left and front) a few times. Do not break the line between your spine and the centre point between your feet. You should be moving in a circle. You can try to move both clockwise and counter-clockwise. Now experiment with the movement of your body: how much you can enlarge

your rotation and this circle without losing balance? One thing to keep in mind while doing this exercise is that the feet should not move. Any time you lose the balance you will learn the limit of this position. Keep experimenting with this movement for a bit and try to find the limit of how much you can enlarge the circle.

Then stop for a second and relax. Start from the beginning again: Open the point of your feet 45 degrees, then rotate from the front of the feet to make them straight. Then open the front of the feet a little bit. Keep you knees slightly bent, etc...

Now try to move in a circle again. Try to make the circle as big as possible without lose balance. Feel how the bottoms of your feet are connected to the ground. Remember that your feet are the part of your body that is in connection with the ground for more time than any other part of your body for your entire life. This connection to the ground is the oldest and the strongest you have.

Now try to move your body in a spiralling circle that gradually gets smaller and that will lead you to the centre. At some point this movement will end because you will find the centre, from which there is no other place to go. Where you stopped is the centre of your erect posture.

When you are in this position the body weight should be is equally spread over the bottom of the feet. If is is difficult to find or unusual, don't worry. With more with time and practice, it will become more clear, more instinctive and easier to reach. This is the centre, the point of maximum balance. Every movement we will do will start from here and will finish here. In the first part of the training we will take lots of time to work and consolidate this position. During every movement that we do please pay attention at this. Keep the position all the time and when you loose it, take a few second to start from the beginning and find the centre again before continuing.

Basic Health Content: Bones System
Main function: The Skeletal system is the basic structure of the body. Bones provide a framework for the attachment of muscles and other tissues. Bones also protect organs. Bones enable body movements by acting as levers and points of attachment for muscles.
How to care for it · Regular exercise focusing on stretching and mobility · Eating diary product, fruit and vegetables.

<p>Basic Health Content: Muscle System</p> <p>Main function: The muscle system allows the body to move and perform actions. It controls of locomotion and mobility, providing strength and heat. It also absorbs shocks and, with the skeletal system that is shaping the body, maintains posture, and support respiration processes.</p> <p>How to care for it</p> <ol style="list-style-type: none"> 1. Regular exercise focusing on the body's power development 2. Avoiding food full of fat while eating proteins and fibres 3. Warming up the body before heavy exercise
<p>Basic Health Content: Circulatory System</p> <p>Main function: The circulatory system is responsible for bringing nutrients and oxygen to all of the cells in the body. Every tissue and organ in the body needs oxygen, ions and nutrients to survive.</p> <p>How to care for it:</p> <ul style="list-style-type: none"> · Regular body exercise · Living in a clean environment, avoiding bacteria and protecting the body from dirty objects · Avoiding fat and oily food
<p>Basic Health Content: Respiratory system</p> <p>Main Function: To supply the blood with oxygen in order for the blood to deliver oxygen to all parts of the body.</p> <p>How to care for it:</p> <ul style="list-style-type: none"> · Do not smoke! · Do regular aerobic exercise · Protect the nose and mouth from pollution

Gymnastic lines:

The gymnastic lines work on muscle power, stretching and mobility.

Before starting make sure that everyone has warmed up. Have the students run around the room for 5 to 10 minutes. Start slowly, then tell them to change the speed, increase and decrease until they are warm; after that choose an exercise from the list.

Have the children move from one point to another one of the room in a straight line while doing the chosen exercise. Make the children stay one behind the other in a single line, which

plenty of space between each child. Tell the children to remember the order they line up in; they have to go back in line when they finish each exercise. At the beginning usually it is best to make the children stay in one line so the teacher can more easily follow how the children perform the exercise and so that they have more time to rest. Is important that the space is well defined. A visible starting and ending point it should always

be present. Any visible object is fine to serve as a marker.

Every exercise needs to have a moment of beginning and an ending. Have each child breathe 3 times after he or she finished performing the exercise and find the “centre position.”

Now, make a line and get ready to cross the room one by one. After the group practices a few times it will be possible to organize the children in different line and make them go simultaneously that not so much time is used.

Teachers should also take some time to begin talking about the general anatomy content that are also a part of this training.

Walking with hands and feet

Hands should be placed on the ground in front of the body. Children should walk their hands forward as they hop their feet forward in order to move forward through the space. As each hand is moving forward the opposite foot should hop. The exercise can be performed with the legs bent or with the legs straight.



Walking on hands and feet while rotating

Hands and feet are placed on the ground and the feet are moved in a counter-clockwise direction, causing the lower body to rotate around the hands. During this process the hands should be walking on the floor to move the body forward through the space.

Walking with hands and feet (facing up)

From a seated position, hands should be placed on the ground slightly behind the body. Feet should be placed flat on the ground. The fingers of the hands should point forward. The body should be lifted so that there is a 90 degree bend at the knees and a 90 angle between the arms and the torso. As the hands walk forward on the ground the opposite foot should also move forward.



Jumping on the feet (knees bend)

From a crouched position, hop forward. During this hopping, only the balls of the feet should touch the ground. The arms should be extended straight out to the sides.

Jumping on the feet (legs straight)

In the first level of this exercise the body should be kept straight and the arms should be held close to the torso. Using the feet and the ankles rather than the leg muscles, move forward with small hops. In the second level of this exercise every other hop should involve a higher jump in which the knees are raised as high as possible.



Long steps

Moving forward with a deep step, the front foot should be moved as far forward as possible. The front leg should be placed into a bend in which there is a 90 degree bend at the knee

Jumping with hands and feet on the ground

From a proper push-up position, arms and legs should push against the ground at the same time to move the body forward with small hops.



Training program - Module Two:

*Lesson structure:
Warm up games 15'
Gymnastic 25'
Theatre games 20'
Warm up games 15':*

Introduction

During the second part of the training the children will more deeply explore the functioning processes of their body. Through the balance and coordination games the teacher will have the chance to help the students develop a deep self-conscious work.

The theory will explore the more complex anatomical aspects such as the nervous, respiratory and digestive systems. The teacher will take time to explain the basic information about healthy nutrition. The challenge here is between each child and himself or herself.

At this point of the program the children should have memorized the rules and the dynamics of each game. It is time to push them to improve their skills: perform the games faster and use a louder voice. The teachers are also free to add any element and/or rules they think will make the game more interesting or challenging. They may also introducing new games; remember to keep the focus on the social interaction between the participants and to make the game challenge their reactions and their abilities.

Gymnastic 25':

In this part of the training the all gymnastic exercises should start to push the limits of the children. Do it slowly, but make them understand that with practice they can improve their own physical condition and do what they were not able to do before. Remind them that: *"Each body is different and has a different structure and different potential"*. Children should not focus on the others but they should focus on their own body and listen to it.

Have the children warm up with some running. During the **Gymnastic Line** the children should also start to learn how to work together and to trust each other. In order to achieve this you may start having the children work in pairs.

Ask the children to find a partner with a similar body size; have them repeat some of the gymnastic line exercises done in the first part of the training with their partner, making sure that their movements are performed at the same time with their partner.

Ask the children if they find it more difficult to perform the same action alone or with a partner at their side.

Divide the class into two groups, the children that think that is easier to work with a partner on one side and the children that think is easier to work alone on the other. Ask them to explain to each why they made their choice.

The children need to understand that working with a partner has advantages and disadvantages. Tell the children that there are some exercises that will be impossible to perform alone, so the children will need to work together. First children must learn how to listen to each other. Then children must learn to be

tolerant with other's mistake. Third, to work together they must built trust; remind the children that trust is very hard to build and very easy to loose.

Than start with a couple of exercises:

Walking on hands with a partner (angle on shoulders)

In this activity, one person should hold a second person's legs near the ankles. While the second person uses their hands to move their body forward, the first person should hold the legs of the legs of the second person and move forward while maintain the speed that is comfortable for the second person. In this exercise it is important for the second person to keep their lower body straight, with a distinct angle formed at the intersection of the upper body and the lower body.

This angle should be at the shoulders, meaning that the area from the upper torso to the feet should be one straight line. The only part of the second person's body which should be in contact with the ground is the hands.



Walking on hands with a partner (angle on hips)

In this activity, one person should hold a second person's legs near the ankles. While the second person uses their hands to move their body forward, the first person should hold the legs of the legs of the second person and move forward while maintain a speed that is comfortable for the second person.

In this exercise it is important for the second person to keep their lower body straight, with a distinct angle formed at the intersection of the upper body and the lower body. This angle should be at the hips, meaning that the entire area of the torso should be kept in a straight line, while the legs should also be kept straight.



Handstand with a partner

For this activity, one child should be prepared to help a partner do a handstand by catching the legs as they swing up. Walking while in a handstand is not necessary, and balance without locomotion should be practised before children attempt to walk on their hands.



Digestive System

Main Function:

To break down the food we eat into smaller parts so the body can use them to build and nourish cells and provide energy.

How to care for it:

- Drinking lots of water and avoid drinks with lots of sugar and caffeine
- Eating regularly and balancing the diet with different kinds of food
- Doing regular exercise

Nutrition and the Food Pyramid

Carbohydrates

Carbohydrates are a source of energy that can be transformed into glucose, the form of sugar that is transported and used by the body. The body can use glucose more quickly than proteins or fats.

Vegetables

A vegetable is a part of a plant consumed by humans that is generally savoury (not sweet) and is not considered a grain, a fruit, a nut, a spice, or an herb. For example, the stem, root, flower, etc., may be eaten as vegetables.

Fruits

In terms of food (rather than botany), fruits are the sweet-tasting seed-bearing parts of plants (or occasionally sweet parts of plants which do not bear seeds). These include apples, oranges, plums, bananas, etc. Fruits are low in calories and fat and are a source of natural sugars, fibre and vitamins.

Dairy

Dairy products are produced from the milk of mammals, most commonly but not exclusively cattle. They include milk, yoghurt and cheese. Milk and its derivative products are a rich source of the mineral calcium, but also provide protein, phosphorus, vitamin A, and vitamin D.

Proteins

Meat is a major source of protein, as well as iron, zinc, and vitamin B12. Many of the same nutrients found in meat can also be found in foods like tofu, dry beans and nuts, such foods are typically placed in the same category as meats, as meat alternatives. These also include eggs, and cheeses.

Fat Group

The fat group is the least needed in the body. One must have these in small amounts and not much per day, if consumed. These are in oils, sweets and chocolates.

<i>Respiratory System</i>
<p>Main Function: To supply the blood with oxygen in order for the blood to deliver oxygen to all parts of the body.</p> <p>How to care for it:</p> <ul style="list-style-type: none"> · Do not smoke! · Doing regular aerobic exercise · Protecting the nose and mouth from pollution when possible
<i>Nervous System</i>
<p>Main Function: The nervous system is a network of specialized cells that coordinates the actions of the body and sends signals from one part of the body to another.</p> <p>How to care about it:</p> <ul style="list-style-type: none"> · Eating fresh food especially vegetables, fruit and bread. · Getting a regular small amount of sugar if your brain need to do lots of work and you feel tired · Getting regular sleep

Theatre Games 20’:

Focus of this first part of the training is to make the children more confident and to give them the basic rules of stage performance.

Choose one from the list and focus the exercise on:

- Voice
- Space and time on stage
- Movement and position

The main rule of this training part is: **EXAGGERATE!** Every movement should be bigger than it normally would, every word said should be spoken louder and clearer.

What’s in the box

This game involves two participants, with the rest of the children watching as an audience. One child will give an imaginary box to the second child. The giver will use his or her physical actions to show the size, shape, and weight of the box. The second child will receive the box that the first child gives, and the receiver will open up the imaginary box and take out an imaginary object. The receiver will tell the audience what the object is, and then both children will interact with the object.

Blow up

This game involves two participants, with the rest of the children watching as an

audience. One child will lay down on the ground and completely relax his or her body. The second child will mime inflating the first child. This can be done in any way that the child wants, via an imaginary bike pump, an imaginary electric air pump, or whatever other method the child wants to use. As the second child inflates the first, the first child should slowly raise his or her body until the second child fully inflates the first child. How the child is inflated may be that child's own choice; he or she may be inflated up to a standing position, up to a sitting position, or he or she may choose to extend his or her limbs upward.

What are you doing?

This game is played in pairs. In each pair, there will be an actor and an asker, who will switch roles quickly. The actor should mime a physical action, and the asker should ask "what are you doing?" The actor should respond with a false answer. For instance, if the actor mimes riding a horse, she or he could respond "I am dancing." Then the asker will begin miming that action, at which point they will switch roles and the new ask will ask "what are you doing?" The role-switching aspect allows this game to be played continuously until one of the children slows down, or until one of the children makes a mistake miming the action that he is saying and the instructor calls for an ending.

Emotion party

In this game a single child is in front of the rest of the children, who act as an audience. The child should use their body and facial expressions to show an emotion.

The teacher or another child should hold a blanket that need to cover almost all the actor body.

In this way the actor has the time to prepare the emotion and assume the position and the expression he/she thinks is the most revealing of the feeling he want to show. When he or she is ready, the person who is holding the blanket move it away and all the other children have to guess what emotion is being shown.

The child should continue to show this emotion until the audience members can say what it is.

The first audience member to correctly state which emotion the child is displaying gets to be the next person to display emotions on stage.

Training program - Module Three:

Lesson structure:
Games 10'
Gymnastic 30'
Theatre scene 60'
Games 10'

This is the last part of the program. At this point children should have acquired a good knowledge about their body function.

They should also be more confident about their potential, and less shy about working together and acting in front of the group.

It is the time to start to implement the theatre scene that will be act during the final performance.

Take the first 10 minutes of each class to allow the children to practice. Ask the children which game they prefer to do and allow them to enjoy the exercise for the first part of the lesson.

Gymnastic 20'

According to the level reached by the children in this part of the training the gymnastic exercise should simply continue with regularity in order to improve their physical abilities.

Student should now able to follow the exercises without any explanation so that they can be completed in a shorter time. This will make the children achieve a more effective training.

Remember that the focus of the gymnastic training is to increase the children's mobility, stretching and body power.

Theatre scene: 30'

This part of the training will be the most consistent part of the final performance. The students will be invited to perform short simple scene focusing on the basic health education content of the program.

6 main subjects will be described in details but more subjects can be added according to the

local conditions and the needs of the target population:

- Washing Hands
- Washing Teeth
- Washing Feet
- Toilet and Sanitation
- Nutrition
- Cleaning the environment

For each lesson select a subject and discuss it with the children. Ask them which situation the usually face during they daily; how they care about basic hygiene, which problem they face (for example, lack of clean water) and check their current knowledge on the subject.

It is very important that this discussion is interactive; it should push the children to discuss between themselves before asking the opinion of the teacher.

Washing Hands

Divide the students into few groups and give them a question to each group and allow them to discuss this question. After their discussion, let them tell the answers one group at a time and listen to the other group's idea and suggestion. Then answer the question by health adviser to the students and give them the all the related content of the importance of washing hand.

Important questions are:

Why do we need to wash our hands?

We need to wash our hands because when we are playing and working outside, our hands carry lots of virus, bacteria and germs on them. Those germs are very tiny and we can't see through our eye. Germs carry infectious diseases. If those germs get into our body, we will become ill, so the hand is acting as the spreader of the infectious diseases with germs. We need to clean and wash the hands.

When do we need to wash hand?

We need to wash our hands before eating food and after using the toilet. We also need to wash our hands after playing outside or touching dirty things. Dirty hands have lots of germs and those germs will be spread to other people by touching them, so we must wash our hands at the right times to avoid the infectious diseases.

How do we need to wash hand?

When you wash your hand, you need to wash in a proper way:

1. Get your hands wet hands with running water.
2. Rub your hands together with soap and lather well, covering all surfaces of your hands.
3. Weave fingers and thumbs together and slide them back and forth.
4. Rinse hands under a stream of clean, running water until all soap is gone.
5. Dry hands with a clean towel.

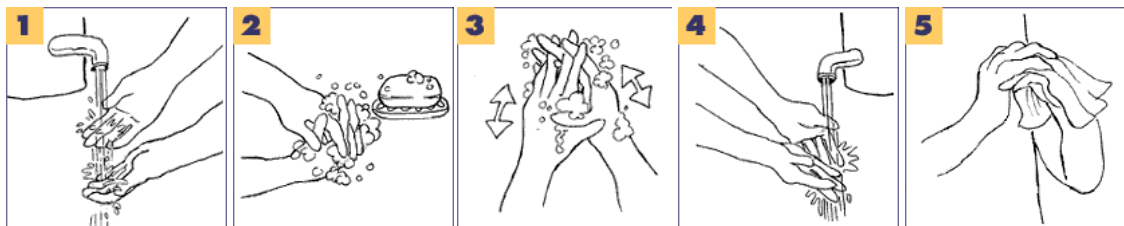


Image by: <http://www.engenderhealth.org/ip/index.html>

How do dirty hand cause problems for you?

Dirty hands can carry diseases from one place to another, so dirty hand can bring lots of germs and can transfer many diseases into our bodies and can makes people sick. If people are sick, they will spend a lot of time and money trying to get better, and they may also loose many good chances.

Washing Hair

Discuss with the students about hair care and cleaning. Give a chance to the students to share some of their ideas and knowledge to the rest students in class. Then explain factors and the content to the students. *(Give an example and prove how hair carries dust from outdoors: Students A and B, small quantity of wheat flour or some other power-like substance. Student A should blow the powder on the hair of the student B. Then student B should move to another place and need to check on the power in the hair. Carefully check to see if the hair carries the powder on it, and to see if the powder gets on other students.)*



Image by: <http://www.johnmh.com/hygiene/snds.html>

The main function of the hair is to be a protection against the cold. But it also carries lots of dust from outside, especially on windy days. Dust carries lots of bacteria, and bacteria brings illness.

The health of your hair depends on how often you wash it, and on how you protect it when you are outside. For instance, do you use a hat if is a windy and a dusty day? The health of your hair also depends on what kind of soap you use and on what nutrition you take on daily. When you wash your hair, need to wash very deeply with water and if possible with natural soaps.

Industrial shampoo often contains chemical product and if used every day in large amount these chemicals can damage your hair. These products are suggested to be used two or tree time a week at most. How often an individual cleans his or her hair depends on a number of factors, including how much oil it produces, the humidity where one lives, and what feels right to each individual. Excessive washing can strip hair of its natural, protective oils and cause excessive frizz and damage, while not washing enough causes greasy, unattractive locks and flat, dull styles. Most people wash their hair several times a week, perhaps as often as once per day or even more depending on their activities.

Brushing Teeth

Divide the students into few groups and give a big paper to each group. Let each group write down some important point on brushing teeth. After that one student from each group should to tell their contents to other groups.

Then the health adviser needs to explain on the contents of importance of "BRUSHING TEETH".
Brushing your teeth is important



Image by: http://www.ehow.com/how_4714950_brush-your-teeth.html

and can help prevent periodontal disease and gingivitis.

Many people do it every day without thinking too much about it, but there are some important points to remember when brushing your teeth.

Here are a few steps to help you brush your teeth the right way:

1. Squeeze some toothpaste onto a toothbrush. Your toothpaste should contain fluoride.
2. Use short, back-and-forth brushing motions to clean the outside and inside surfaces of the teeth, as well as the chewing surfaces. Follow with up-and-down motions to clean the inside surfaces of the front teeth.
3. Brush along the gum line. This is extremely important, as gum disease starts here. Brush gently to avoid damaging your gums.
4. Make sure to brush your back molars, where bacteria often hides.
5. Brush your tongue in order to remove bacteria that cause bad breath.
6. Spit out the toothpaste and rinse your mouth with water or mouthwash.
7. Try to floss at least once a day, since most adult cavities occur between teeth. The most important time to floss is before going to bed. Flossing teeth can occur either before or after you brush your teeth; either is fine.

After that do the practical training:

First provide toothpaste, toothbrush and cup of water to all the students. Then chose 4-5 students and let them to brush their teeth step by step in front of other students in line. Have the students switch and do the practice again.

Washing Feet and nail cutting

Feet are often the most neglected part of our body. We take our feet for granted. But taking care of your feet has some positive benefits. If your feet are properly cared for, they can be revealed with pride. Well-groomed feet can also create a domino effect of balance in your entire life. In many Asian cultures, caring for feet is important. Feet are often washed before going to bed, entering a home or a temple. Keeping your feet clean can keep your home clean, which can prevent diseases.

Learning the proper way to clean your toenails and feet, proper foot care will make your feet feel more relaxed; and it will also help you to keep a lot of unseen germs, bacteria and fungus from making you sick. Proper foot care plays a major part in the way we walk, our balance and our spinal support.

Discuses with students about the problems of dirty and smelly feet and long feet nails, share their idea with others one by one. Then talk about the importance of washing feet and socks, the importance of drying shoes and socks under sun and changing them often.

Benefits of clean feet are:

- No bad smell
- Feeling more relax
- Never losing friends
- Better sleep

- Keeping the bed clean
- Reduced risk of infections
- No side effect to your eyes during sleep

When you clean your feet:

Wash daily. Put a large towel on the floor, place a bucket, pail or foot pan on it with warm water, soak both feet for thirty minutes, after soaking feet, scrub your feet with an exfoliating wash and a loofah. Make sure to get underneath and between your toes. The next step is to have a little foot stool (or just turn a chair upside down and place your feet on it). Dry your clean feet thoroughly. Dry between each toe to remove all the water. If moisture remains, bacteria will breed, causing an bad smell.

Put on a clean pair of socks. The socks should contain cotton fiber to absorb moisture. Nylon socks cause your feet to retain moisture, and that results in a bad smell.

Purchase shoes that fit. If they are too tight, your feet will sweat and produce a bad smell. Wash and dry your shoes regularly to remove bad smells and to keep them smelling fresh. Keep your feet barefoot at night to air them out. Fresh air will prevent bacterial growth. Trim your toenails to prevent bacteria from forming under the nails. Clean them with a nail brush daily.

Set your shoes in the sun to dry out any moisture. Leave them out for a short period to prevent shrinkage.

Toilet and Sanitation

Ask the students about conditions of the toilets they are using. Discuss their problems and let them tell what they saw in the toilet.

After that explain to the students contents of TOILET SANITATION according to the following points:

- Cleaning toilet every day.
- Cleaning the wall.
- Cleaning the hole.
- Cleaning the floor.
- Cleaning surrounding.
- Use of rubbish.

Image: Suat Eman / FreeDigitalPhotos.net



Divide students into pairs and give them some time to organize a small scene about toilet environment. Invite the children to have a competition: each pair will have to describe the most disgusting toilet and the most beautiful one they ever saw or they can possible imagine.

The children will have to vote the pair that did the best representation.

Cleaning the environment:

Introduce the subject of this training class and start the group discussion among the students. Start asking the children what they think is environment.

For a definition reference:

“The combination of external physical conditions that affect and influence the growth, development, and survival of organisms”

By: <http://www.thefreedictionary.com/environment>

Image: Francesco Marino/FreeDigitalPhotos.net



Invite the children to discuss the clean and dirty aspects of their surrounding: what they see daily and what they think is clean and dirty. Then each group should send one child to act as their representative and share their ideas with other groups.

After they finish, give some comments and start to plan the following points:

- According their situation, what things are including in their environment.
- Why do we need to clean the environment?
- How can we clean the environment?
- What kind of problems will come from a dirty environment?

For each lesson select a item and discuss it with the children. Ask them which situation they usually face during the day; how they care for basic hygiene, which problems they face (for example, lack of clean water) and check their current knowledge on the subject.

Training program – Ending Performance:

During the last part of the training the children will keep working on developing their body possibility and ability of expression. They will work together to organize a performance that they will show to family and friends.

Is important that the performance is well planned and structured; teachers and students need to consider the rehearsal time and must be confident with it before putting it into action.

Rehearsal time can change according to the number of children and the complexity of the performance.

It is also important to dedicate some rehearsal time in the final performance location so the actors can practice in the actual space and can try to go in and out of the stage space smoothly.

If possible teachers should prepare some clear paper with all information about the performance to distribute to the students. A good performance should be about 25 to 45 minutes long and should include the most of the content that the students thought about and should also show the physical progress that they have made working on the gymnastic and the acrobatics parts of the training as well as on the coordination and balance parts.

It is also important that the teachers, the school and the institution involved in the program works together to promote the performance to the local community, media and officials and actively attend the event, presenting the performance and the activity which the children have done.

Remember to warm-up the children with some short exercise before each rehearsal.

Final performance sample:

The following sample is here to give some suggestions as to how a final performance can be structured. It was develop by Dawa Gyatso and Federico Moro with the 5th grade students of the Ngachen School in Lhasa, in the Tibetan Autonomous Region of the People's Republic of China.

This performance was created with the support and the ideas of all participating students.

According to the age of the children, the characteristic of the community and the element of the local environment, the ending performance of this course can be completely different from the one described here.

It is highly recommended for the teacher in charge of the course to use the following sample as a reference model to get some inspiration and ideas, but each final performance of the course should be different and should agree with what the students bring out during the lessons. The teachers and the students decided to base the performance on six scenes over the health education content of the program and to separate them with some collective acts based on the movement learned during the gymnastic and acrobatics part of the training.

They also decide not to insert the balance and coordination game learned because they did not have confidence in those skills yet.

The introduction speech was prepared by the teachers and they also invited some of the authorities that support and make the program possible on to the stage to

say a few words before the performance started.

The audience was composed of parents of the students, some of the school's teachers, a representative of the health bureau, the educational bureau and the Italian embassy in China that sponsored the program.

Performance scheme:

Introduction speech:

Scene1: Washing teeth

Scene2: Washing hand

Scene3: Washing feet

Scene4: Nutrition

Scene5: Toilet sanitation

Scene6: Environment

Introduction speech:

"Welcome ladies and gentlemen's. First of all thank you for being here today to attend our performance. Our performance will start soon but before it begins we have to thank some of the people that make this possible; first of all we should thanks the 30 children that are here today behind that curtain ready to perform for you. They have been working hard for weeks to learn the Health education content of the course and to rehearse the performance. They attended each lesson with joy and they put their energy in every exercise in order to try to surpass their limits.

As teachers of the course we have been very happy to work with them, and it was a great and fun experience for us too. This course was an experiment; we tried to combine the classic health education content in a brand new structure. Before telling the children about viruses, bacteria, and hygiene, we helped them to discover their anatomy and their own body structure trough tough physical training. Some exercises were painful and some were hard to achieve but the children did their best every day and kept trying to improve their body shape. At the same time we were working on theatre and social skills and we were teaching them health education content. They did very well in the final test and now we hope that you will enjoy their performance.

But there are other people to thank that make all of this possible:

Invite on the stage to speak the person related to the program the head of the school, the teachers involved, the representative of the local and international NGO etc..."

Scene 1: Washing Teeth

Children on stage (5 Totals: 1 wake up person + helping the dirty child, 2 clean children, 1

bathtub, 1 dirty child):

1 child on stage: he goes at the edge of the stage and scream 2/3 times: "Wake up!!"

Nothing happens, than he/she stop for a moment, think and get an idea. He/she pick up from

the backpack a megaphone and use it to call again his friend.

Two children finally wake up and slowly they go to pick up the stuff to clean before beginning the day.

They move to the bathtub and they say: *"Oh my...! Who is shouting so early? OhLets go to clean and brush teeth. Oh, I left my toothpaste."* *"Some students have very bad smell from their mouths; I don't like to speak to them."*

They will do the acting of cleaning and brushing teeth near the bathtub.

In the mean time, one other child doesn't want to clean his teeth and another one calls that child and asks *"Did you brush your teeth? OK that why you have very bad smell from your mouth and your teeth are always bad. So you should change your habits and brush your teeth every day. Come I will teach you how to brush your teeth in a proper way."*

Teach and act with an explanation. Explain some of the main points a little bit. When he finally finishes washing his teeth, then the bathtub start to speak and say: *"All my friends I am very happy to see you are brushing your teeth ...Haha..."*

All the children freeze and when he finish his sentence they all scam: *"Haaaa, the bathtub is speaking... haaaaa..."* and they run away.

End of the scene.

Scene 2: Washing Hands

Children on stage: (5 Totals: 1 food provider, 2 cleaners in class, 1 bathtub, 1 coming out from toilet):

2 Children come on the stage and go to the class to clean and say: *"We are on duty again today, the week goes very fast."*

One child come to look them and say: *"Oh!... They are duty today. I am going to prepare some food. Oh!..I forget to wash my hands. Wwe must wash our hands before we touch food."*

Then she goes to the bathtub and washes her hand properly. She then goes back to the room and prepare the food.

Then call the other and say: *"Come to eat something. It's ready"*

One child comes out from toilet and washes the hand and come together with the others. The food provider asks them: *"Did you wash your hands?"*

He say: *"Yes I did. I just wash my hands. I always wash my hand after using the toilet."* Then he goes to eat.

She says: *"You two need to wash your hands."*

Those two go to the bathtub wash the hand roughly. She watches them and say: *"No. You didn't wash your hands properly. Go back to the bathtub and I will teach you how to wash hand properly. OK!"*

Go to the bathtub and teach them step by step. After they finish washing hands, the bathtub comes to the centre of the stage and explains the main contents to everybody.

End of the scene.

Scene 3: Washing feet

Children on stage (5 Total, 1 teacher, 3 students, 1 bathtub):

3 students are sitting in the classroom while the teacher is writing on the black-board.

One student is complaining about the smelly feet of a classmate: *"Are you washing your feet? Your feet have a very strong smell and I can't concentrate on my studying. I am going to request the teacher to change where I sit."*

That child reply with some bad words.

The teacher is annoyed by the talking and turn around and ask what is happening: *"You two, What are you talking about?"*

The student reply: *"Teacher, his feet smell very bad. Can you move him to another desk? Nobody wants to sit with him."*

The teacher sniffs around him and says: *"The bad smell in the class is from your feet. Go and wash your feet now."*

The teachers ask a third student to go with the smelly one to wash. The third student is not appy about that, and she really doesn't like the smell either. So she closes her nose and goes with the friend to the bathroom. Talking with her nose closed makes her voice sound funny.

She say: *"Because of your smelly feet, nobody like you and no one wants to sit beside you."*

The children with the smelly feet is sitting next to the bathtub, he take off the shoe, smell it and make a disgusted expression. He moves the shoe far away from his face and accidentally close to the bathtub. This makes the bathtub pass out.

The children with the nose close say: *"Look, the smell of your feet killed the bathtub!!!"*

When the feet are being washed, the third student advises him as to when the feet should be washed, how they need to wash the feet and cut the nail, and the benefit of washing feet. He/she washes his feet and they come back to the class.

The teacher says: *"Wow... now your feet smell nice!!!"* and the other children say: *"Yes but the bathtub is dead!!!"*

End of the scene

Scene 4: Nutrition

Children involved in the scene (22 Totals: 3 speakers, 6 runners, 9 acrobat-pyramid, 4 acrobat-ending)

Child 1: moves to the front of the stage and says: *"Hygiene is very important to protect us from the external dangers of the environment but is not enough to keep us healthy."*

Child 2: *"We also need regular exercise"* Six children running across the stage

Child 3: *"And good and balanced nutrition; this is much easier than you think. You just have to know that the body needs different quantities of different foods. Carbohydrates, like bread, biscuit, cereals and pasta."*

4 children enter the stage and take their position.

Child 3 continues: *"Then some fruits and vegetables"*

3 children enter the stage and take position sitting on their knees behind the four

Child 3 continues: *"of course some meat, fish, milk and cheese, but not too much"*
2 children enter the stage and stand behind the 3

Child 3 continues: *"and a little bit of fat product, sweet, sugar and oil especially when the weather is very cold."*

One more child enters the stage *"Have a good balanced diet and your body will be strong, powerful and full of joy"*

Music starts, all the children start to dance and to move around the stage, then they slowly

End of the scene.

Scene 5: Toilet Sanitation

Children on stage (5 Totals: 1 housemate, 2 mosquitoes, 1 stomach problem and 1 bathtub)

One child has a stomach problem and needs to use the toilet but the toilet is smelly and dirty.

Stomach problem say: *“Yuck!..... This toilet is very smelly with stool everywhere and full of flies. I can’t use this; I want to go out to find a place to go to the bathroom.”*

Then 2 mosquitoes run way on the stage and stop at the centre. They look toward toilet and say: *“Look my friend, that toilet is very dirty and have lots of human stool everywhere, so we can get lots of our favourite food from there Lets go there to eat some.”*

They move toward the toilet. One student has a stomach problem come back on stage, washes his hands and go to his friend and asks his friend: *“What did you put in the food, I got a stomach problem.”* The friend says: *“I didn’t put anything, the food was fresh.”*

The mosquitoes are flying on their food. The friend saw the mosquitoes and say: *“Oh!...now I know! You got stomach problems because of the flies on our food.”*

He say: *“Really! Those flies are from that dirty toilet. We should go to clean that toilet, otherwise nobody is going to clean it.”*

The friend say: *“OK! Let’s go to clean that toilet for everybody’s health.”*
When they go to clean the toilet, the mosquitoes fly to the food and eat. After they came back mosquitoes go back to the toilet. But very clean now, so they come looking sad and go again to the kitchen. But in the kitchen also foods are covered. Therefore those two people say: *“Watch the mosquitoes! They cannot survive without foods.”*

Mosquitoes flying slowly and say: *“We can’t fly without food! Oh...”*
Two people looking to mosquitoes and say: *“Look! Now they can’t fly well, now it’s time to kill them.”*

Hit on the mosquitoes and kill them, mosquitoes fall down on the floor.

End of the scene.

Scene 6: environment

All children on stage (actors: 1 explainer, 1 group leader, 1 to check classroom, 1 dustbin, 1 to check dormitory, 1 to check toilet, 1 going to toilet with stone): Some children act different elements on the stage; Trees, bush, door of toilet, door of classroom, door of dormitory and mushroom.

The first child comes on to the stage and explains what this scene is about. She say; *“This is our last scene and it is about the clean environment, our school environment is very beautiful and has many different elements.”* Then another child comes on stage and take her place, saying *“I am a tree”* After that all the element actors come on the stage one by one to take place and say who they are.

Then first child says; *“Good school have lots of garbage cans in their yard, so in our school yard we also have lots of garbage cans.”* The garbage can comes on stage and say; *“I am a garbage can”* and first child leaves the stage.

One child come on stage read something on a note-board. She reads; *“KEEP THE ENVIRONMENT CLEAN”* and she say; *“OK! Today I will take this chance and do good work for everybody.”* She call her three friends and says; *“Look on this board, here says KEEP THE ENVIRONMENT CLEAN. So today with this chance, we do good work for others. OK?”* they say; *“Yes!!!”*

Then she sends those children to check how to clean the classroom, the dormitory and the toilet. After that one child comes on to the stage and looks to her and says; *“What are you doing here?”* she replies; *“I am thinking about how to do good work for others.”* He say; *“If so, do you have a piece of toilet paper? I need to go to toilet.”* she replies; *“No. I am not paper factory!”*

Then he walks around the dustbin and kicks it. He picks up a small stone and says; *“Today I need to use this stone instead of toilet paper. Ha! Ha!”* Then he goes to toilet.

Then one child come out from the classroom door and say; *“The classroom is very clean and even the windows are very clean.”* One child comes out from the dormitory door and say; *“The dormitory is very clean. The rooms are clean and in good order.”*

One child come out from the toilet door and says; *“The toilet is very dirty, there is rubbish everywhere like paper, plastic, bottles and stones. Maybe we go there to clean.”* She says; *“Yes! That is our chance, let’s go to clean there.”*

Suddenly the dustbin say; *“Wait!!! Please, first tell your classmates to use me and take care of me. Some students destroy the dustbin instead of using it. So people throw rubbish everywhere and it makes our environment very dirty.”*

They say: *“OK! We will.”* Then they go out of stage.

End of the scene.

Ending:

All children one by one go on stage and start to interact with the children that where being the trees during the previous scene. They start to move and talk about school, about classes and friends all at the same time. Out of this crowd one child goes to edge of the stage, looks at the audience and scream: STOOOOOP. All children freeze and music stop. Then he said: *“That’s the end of our show. Thanks for watching”*, all the children move, turn to face the audience and bow.

Basic Health Education Training



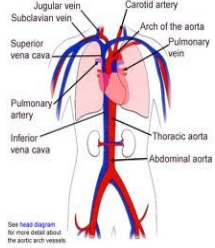
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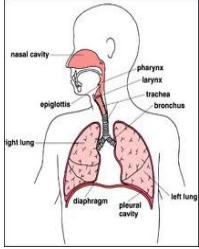
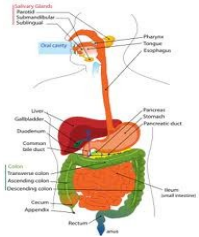

This handout is for the children that are following the health education course.

Please keep it with you during all the course and fill in with all the information you remember from the lesson. If you have question about the content of the course you can ask any-time to the teachers, and discuss with your family school mate and friends.

About the body:

Describe the main function of the different body system and the way you can care and develop them

Body System	Main function	How to care about it
<p>Muscular system</p> 		
<p>Skeletal system</p> 		
<p>Circulatory system</p> 		

Body System	Main function	How to care about it
<p>Respiratory system</p> 		
<p>Digestive system</p> 		
<p>Nervous system</p> 		

Personal Notes

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Protect the body - Personal Health Care:

Recognize what can be dangerous for the body

Match the column on the left (numbers) with the column on the right (letters).

1) Bacteria/Virus	A) Is related to nutrition and happen when we ingest something bead.
3) Injuries	C) Small organism that can carry infection from one person to another
4) Poisoning	D) A damage to the skin the bones or to the muscles

Hair care:

Answer with a short sentence

What the hair are used for?

.....

Why do we have different hair?

.....

How do I wash my hair?

.....

When I see that my hair are sick and how do I heal them?

.....

Washing hands

Answer with a short sentence

Why do we need to wash the hand?

.....

When do we need to wash the hand?

.....

What the problems are given by dirty hand?

.....

Teeth and Mouth

Mark with an X in the true false columns if the sentence you read is correct.

Questions:	TRUE	FALSE
Teeth have strong protection against virus an bacteria		
Teeth can be damage by some kind of food		
The best is to brush teeth in the morning before breakfast and in the evening before going to bead		
The toothbrush can be use for clean other part of the body		
The toothpaste is more important than the toothbrush		
The toothbrush is more important than the toothpaste		
If I don't have the toothpaste I should still brush my teeth using clean water		
Brushing my teeth will make my breath smell nice		
A bad smelling of the mouth is a sign of an insufficient care of the teeth		

Happy feet

Answer with a short sentence

How often you cut your feet nail?

.....

How to chose and care your shoes?

.....

What are the good things of clean and washing feet?

.....

What are the problems of dirty feet?

.....

When do we need to wash feet?

.....

Personal Notes

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About food and nutrition:

How to recognize that a food is unhealthy

Write three characteristics of unhealthy food

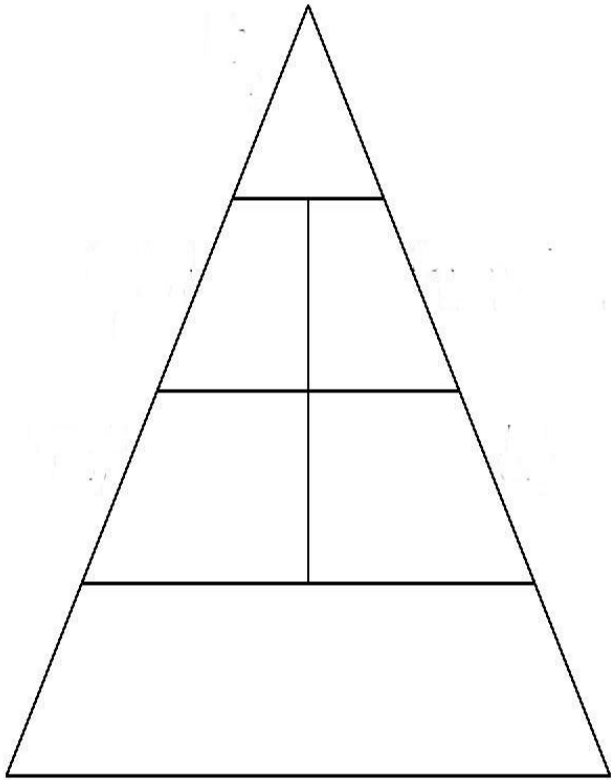






1).....

2).....

3).....

Place the correct food in the nutrition pyramid with an arrow.

The more a food is important for a healthy diet the more space it will take in the pyramid.

	Meat, fish, eggs, dry beans and nuts group	
	Bread, cereals, rice and pasta groups	
	Milk, yoghurt and cheese group	
	Fruit group	
	Vegetable group	
	Fats, oils and sweets	

Personal Notes:

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Basic Health Education Training



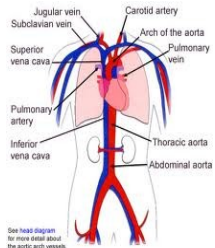
- HANDOUT -

This handout is for the children that are following the health education course.

Please keep it with you during all the course and fill in with all the information you remember from the lesson. If you have question about the content of the course you can ask any-time to the teachers, and discuss with your family school mate and friends.

About the body:

Describe the main function of the different body system and the way you can care and develop them

Body System	Main function	How to care about it
<p>Muscular system</p> 	<p>Make the body move and perform actions.</p> <p>Locomotion or mobility, strength, heat production, shock absorption, shaping the body, maintaining posture, and respiration.</p>	<ul style="list-style-type: none"> • Regular exercise focus on body power development • Avoid food full of fat and eat proteins and fibres • Warm up the body before heavy exercise
<p>Skeletal system</p> 	<p>Is the basic structure of the body, Bones provide a framework for the attachment of muscles and other tissues. They protect organs. Bones enable body movements by acting as levers and points of attachment for muscles.</p>	<ul style="list-style-type: none"> • Regular exercise focus on stretching and mobility • Eat dairy product, fruit and vegetables.
<p>Circulatory system</p> 	<p>The circulatory system is responsible for bringing nutrients and oxygen to all cells in the body. Every tissue and organ in the body needs oxygen, ions and nutrients to survive</p>	<ul style="list-style-type: none"> • Regular body exercise • Leave in a clean environment, avoid bacteria and protect the body from dirty object • Avoid fat and oily food
Body System	Main function	How to care about it

Protect the body - Personal Health Care:

Recognize what can be dangerous for the body

Match the column on the left (numbers) with the column on the right (letters).

1) Bacteria/Virus	A) Is related to nutrition and happen when we ingest something bead.
3) Injuries	C) Small organism that can carry infection from one person to another
4) Poisoning	D) A damage to the skin the bones or to the muscles

Hair care:

Answer with a short sentence

What the hair are used for?

= Hair is the beauty of human, their main function is to be a protection against the cold

.....

Why do we have strong or week hair?

= Because of different nutrition and way of taking care for the hair, grows different hair.

.....

How do I wash my hair?

= Need to wash very clean with natural soap as often as you can and with shampoo once or twice a week.

.....

When I see that my hair are sick and how do I heal them?

= Need to eat better nutrition for the hair and wash more often.

.....

Washing hands

Answer with a short sentence

Why do we need to wash the hand?

= Dirty hand can carry virus and bacteria and brings many diseases.

.....

When do we need to wash the hand?

= Need to wash before eating and after use the toilet, also after play outside and touch to the dirty things.

.....

What the problems are given by dirty hand?

= Dirty hands can carry diseases from one place to another.

.....

Teeth and Mouth

Mark with an X in the true false columns if the sentence you read is correct.

Questions:	TRUE	FALSE
Teeth have strong protection against virus an bacteria		★
Teeth can be damage by some kind of food	★	
The best is to brush teeth in the morning before breakfast and in the evening before going to bead		★
The toothbrush can be use for clean other part of the body		★
The toothpaste is more important than the toothbrush		★
The toothbrush is more important than the toothpaste	★	
If I don't have the toothpaste I should still brush my teeth using clean water	★	
Brushing my teeth will make my breath smell nice	★	
A bad smelling of the mouth is a sign of an insufficient care of the teeth	★	

Happy feet

Answer with a short sentence

How often you should cut your feet nail?

= Every week

.....

How to chose and care your shoes?

= Choose comfortable one not too big not too small. Wash and dry the shoes under the sun as often as you can.

.....

What are the good things of clean and washing feet?

= No bad smell, better sleep, fell more relax, no risk of infections

.....

What are the problems of dirty feet?

= Have bad smell, affect your eyes during the sleep, make the bed dirty, loose friend because of feet smell.

.....

When do we need to wash feet?

= Before go to bed. After playing ball or running.

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Personal Notes

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About food and nutrition:

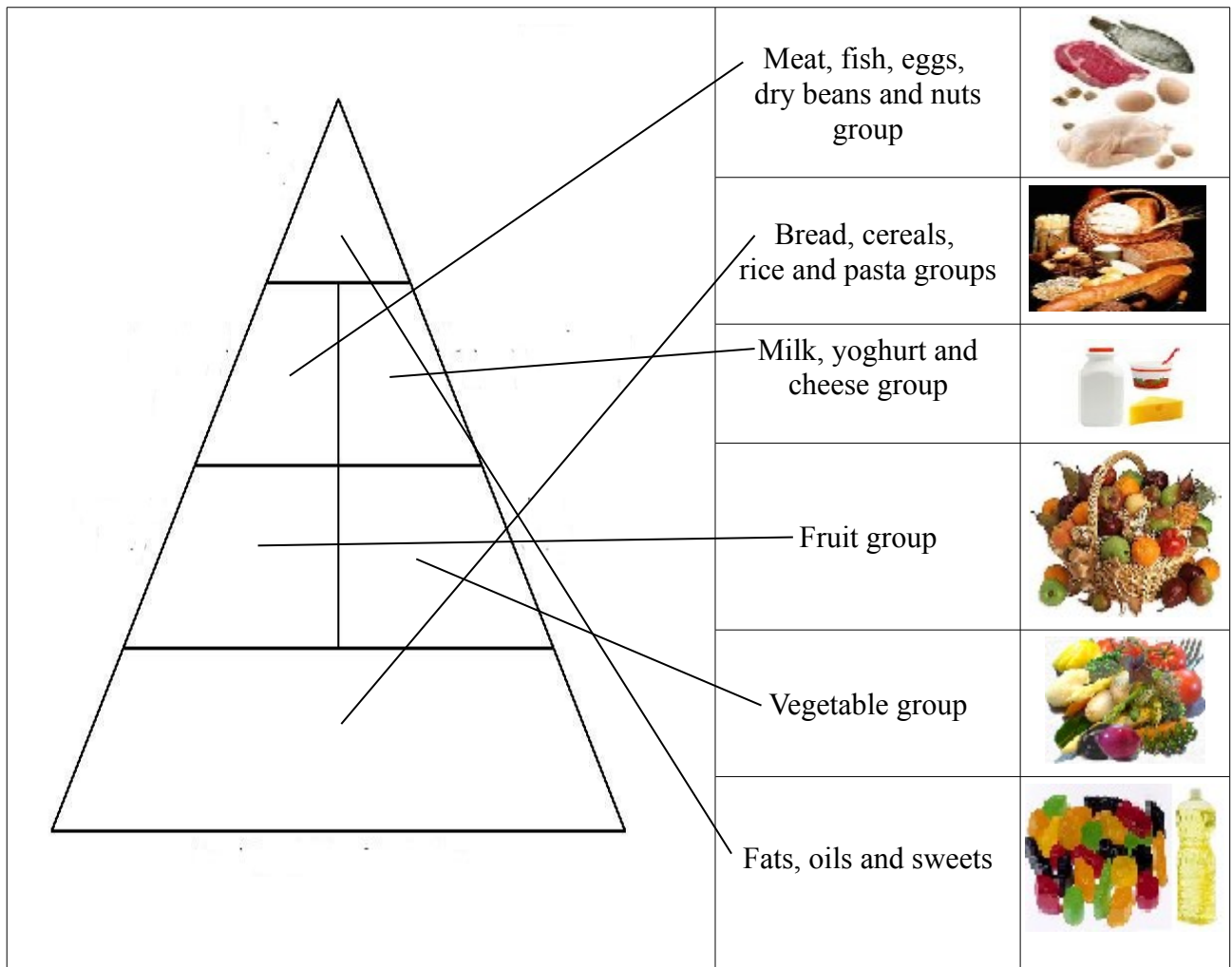
How to recognize that a food is unhealthy

Write three characteristics of unhealthy food

- 1) Bad smell
- 2) Unnatural colour
- 3) Lots of chemicals

Place the correct food in the nutrition pyramid with an arrow.

The more a food is important for a healthy diet the more space it will take in the pyramid.



Personal Notes:

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