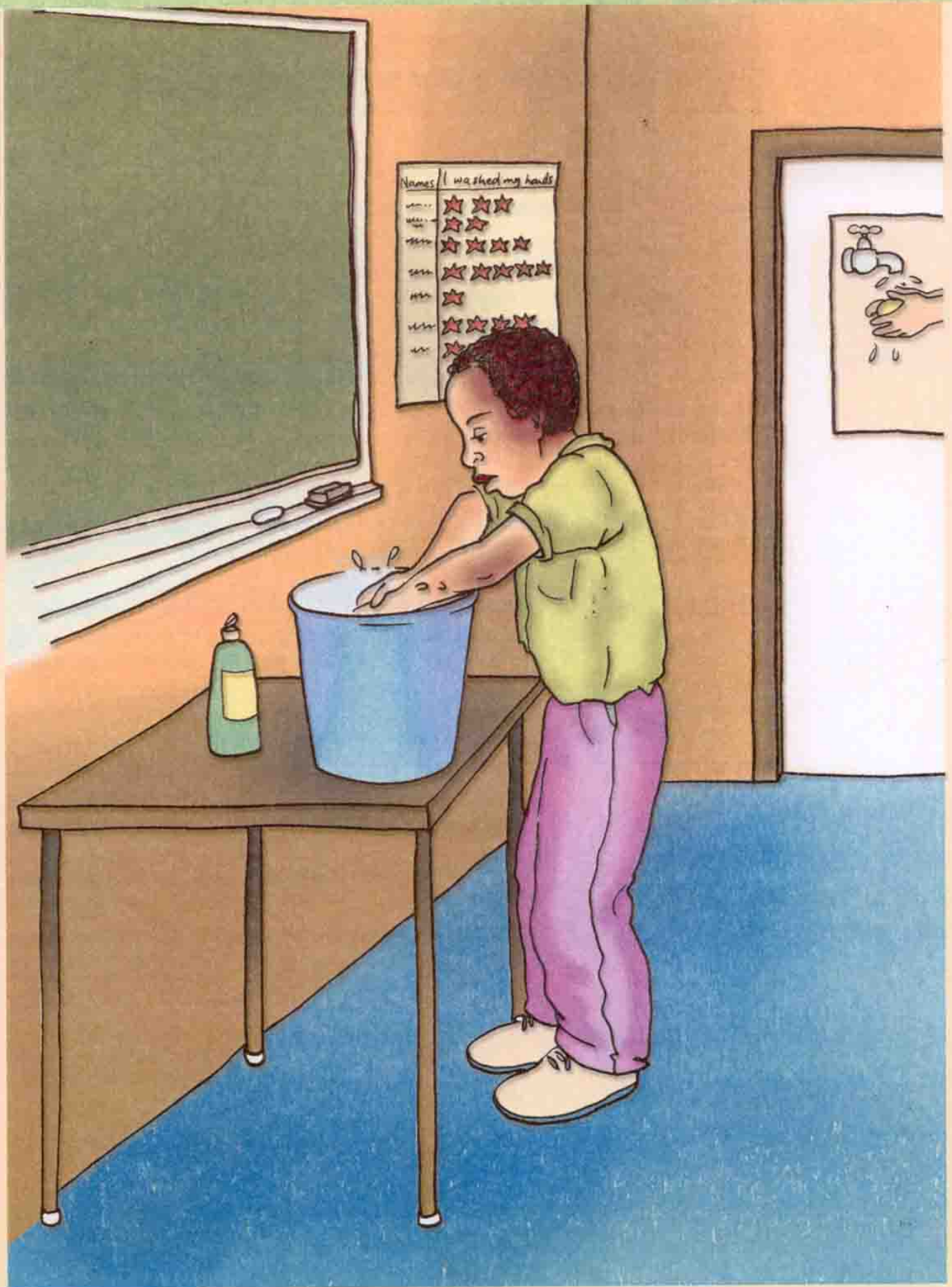


Foundation Phase: Teachers' guide

Unit 3: Let's stop worms spreading?



Unit 3 Let's stop worms spreading!

Contents

The following activities should take 2 weeks to complete.

Unit 3: Let's stop worms spreading!		
Activity 1:	Matching problems to solutions	30 mins
Activity 2:	Clean hands	45 mins
Activity 3:	A day in the life of my hands	30 mins
Activity 4:	Handwashing and star charts	30 mins
Activity 5:	Clean bodies	45 mins
Activity 6:	Clean home	1 hour
Activity 7:	Revision and self reflection	30 mins
Activity 8:	Thandi's school gets clean and healthy	30 mins
Activity 9:	How healthy is your school?	45 mins
Activity 10:	Planning and implementing solutions.	variable

Total: 8 hours

Unit 3 Let's stop worms spreading!

What are the outcomes?

In Unit 2 we learnt how worms spread easily. In this Unit we are going to focus on what learners can do to protect themselves from worms at home and at school.



By the end of this unit learners should be able to:

1. identify how they can protect themselves from worms.
2. explain and demonstrate the principles of personal hygiene
3. evaluate if their school environment is good or bad for health
4. propose and implement at least one solution to the problems they identified.

Have I prepared?

You will need:

- copies of Worksheets 16-32
- copies of the *Matching Cards* for Activity 1
- Soap and clean water to practice handwashing in the classroom (Activity 3)
- paints or crayons for hand print exercise (Activity 3)
- magazines to use for the poster making exercise (Activity 4)
- a personal cleaning kit (see Activity 5)
- an environmental cleaning kit (see Activity 6)
- a copy of Book 3: *Thandi's school gets clean and healthy* (Activity 8)

Unit 3 Let's stop worms spreading!

Activity 1: Matching problems to solutions

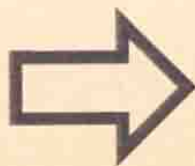
Preparation:

1. Make a copy of the cards.
2. Cut each page into 6 cards. Keep the cards from each page in a separate envelope.

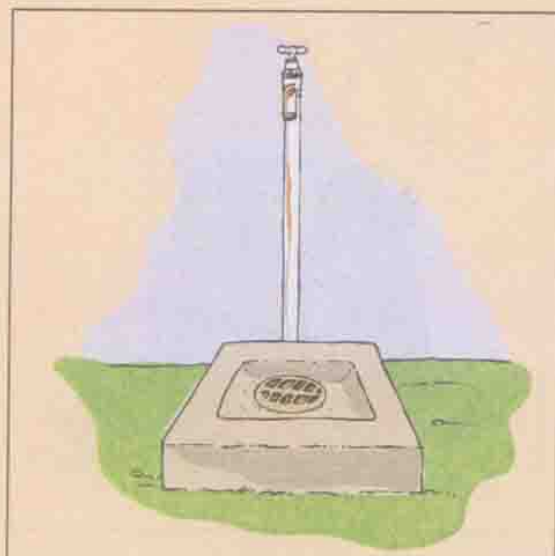


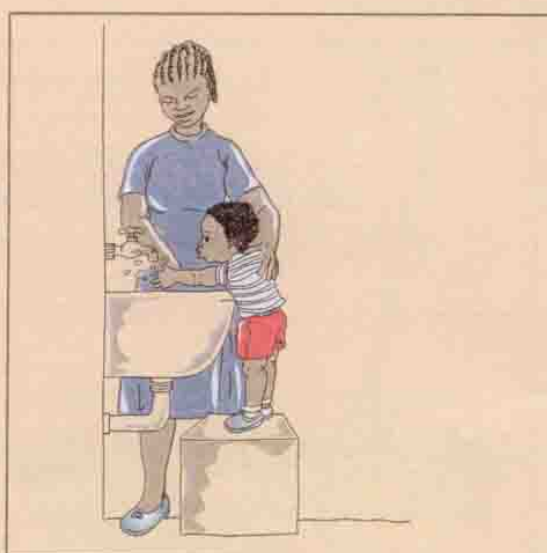
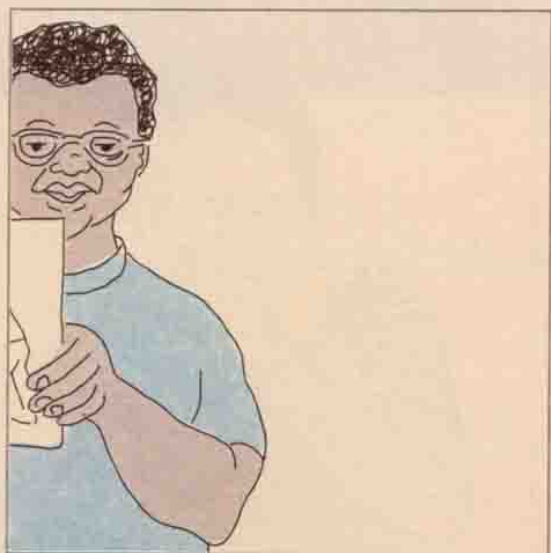
Instructions:

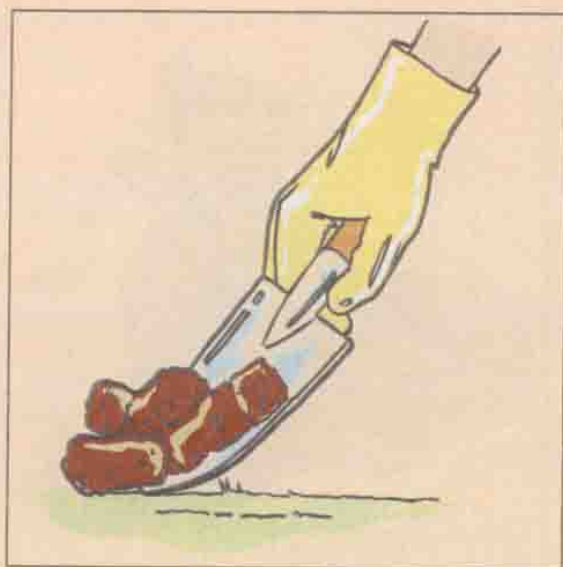
1. Break the class into 7 groups. If you have a large class, make a second set of cards.
2. Give an envelope to each group.
3. Ask the learners to identify three problem cards (What helps to spread worms?)
4. Ask the learners, to give reasons for their choices. (Why is this a problem? How does it help spread worms?)
5. Ask the learners to find a matching card that shows the solution to each of the problems they have identified.
6. Ask the learners to share their problems and solutions with the rest of the class.
7. It is important to make the link between the cards and the learner's own experience. Ask the groups to share their problem cards with the rest of the class.
8. Ask them which of these problems they experience in their everyday lives.
9. When you have completed the activity, stick up your matching cards on the wall, so that learners can refer to pictures later.

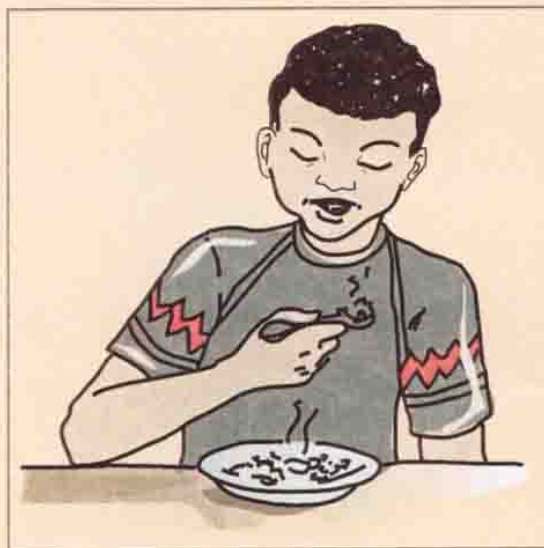


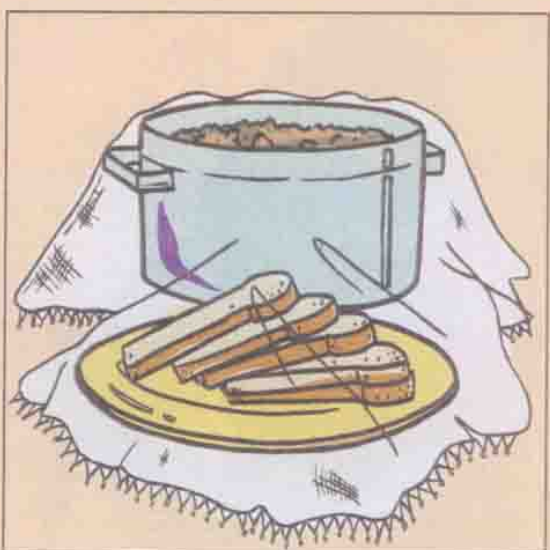
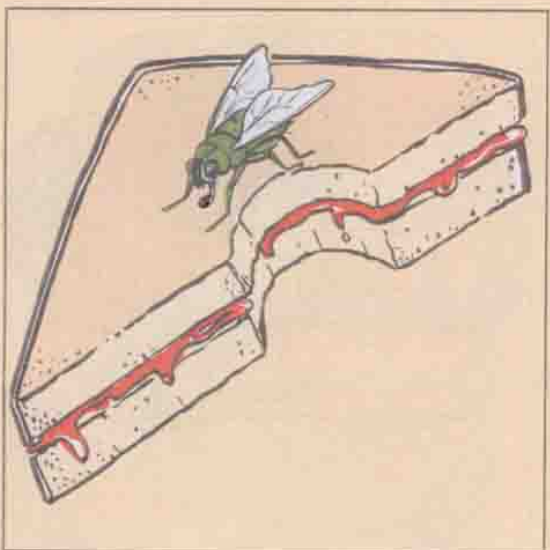
30 mins

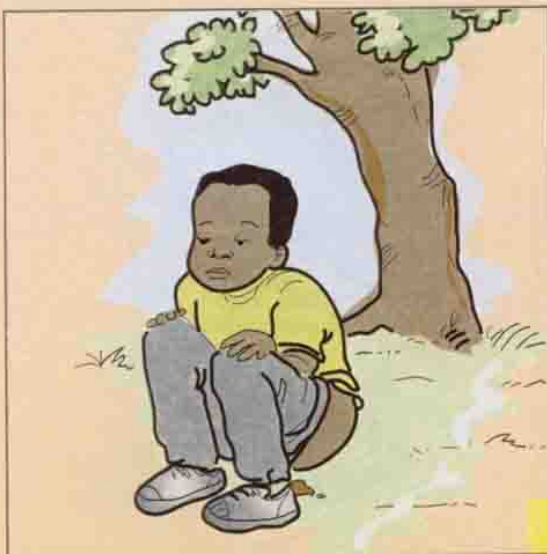
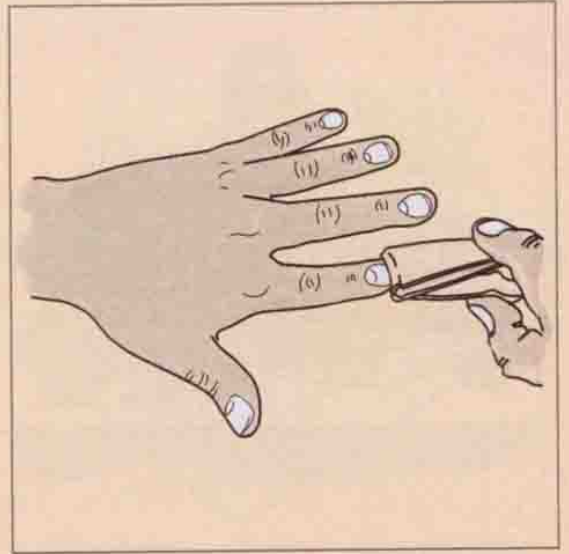
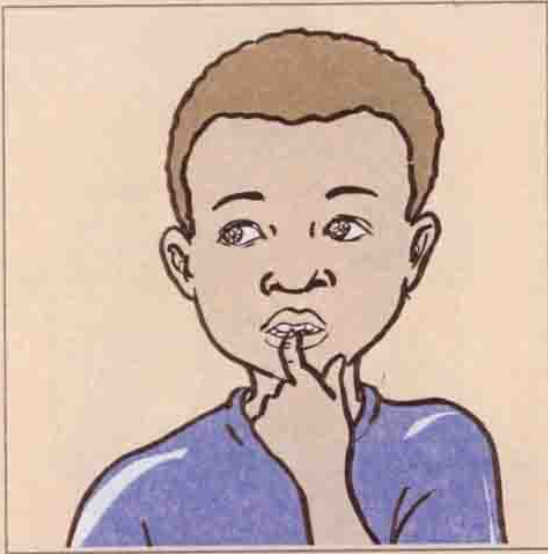














*Extension activity:**Voting game*

This activity follows on from Activity 1. It is a different kind of voting game to the one you played in Unit 2 and will help learners identify the most common cause of worms in your community. (You can vote for the most common problem, the most serious (deadly) problem, or the problem that learners want to tackle first.)

**How to vote:**

1. Ask each group to identify the biggest problem they experience at home or at school.
2. Ask each group to put their problem card in a straight line on the floor.
3. If some of the problems are the same, put the matching cards in a pile.
4. You are now going to decide which is the biggest problem facing your community as a whole.
5. Each learner in the class will have one vote. You can use coins or stones as counters.
6. Ask each learner to put a counter next to the problem they see as most important.
7. Once everyone has voted, count the number of votes for each problem.
8. The problem with the most votes will be the most important problem facing your community.

**45 mins**

Unit 3 Let's stop worms spreading!

Activity 2: Clean hands

Preparation:

You will need a jug of clean water, 2 buckets: one for clean water and one for dirty water and a bar of soap.

You will also need:

- Copies of worksheets 16 and 17 for each small group).
- Copies of worksheet 18 for each learner in the class.

Instructions

Work in small groups.

A. Dirty hands spread germs

- Hand out worksheet 16.
- Ask the children to explain how the hands in each of the picture could help to spread worms.
- Ask the learners to share their answers with the rest of the class.

B. Caring for our hands

- Hand out worksheet 17.
- Work in small groups. Ask the children to explain how each of the pictures helps protect us from worms.
- Ask the learners to share their answers with the rest of the class.

C. Handwashing demonstration

- Work with the whole class.
- Ask for volunteers to demonstrate how to wash our hands.
- Ask the children:
 - Why do we use soap?
 - Why are we using a jug with clean water?
 - What would happen if we all washed our hands in the same bucket?
 - When do we need to wash our hands?



45 mins

**D. Before or after**

- Handout copies of Worksheet 18 to each learner.
- Introduce the words *before* and *after*.
- Go through the worksheet picture by picture. Ask the learners: Should we wash our hands before or after touching this?
- Show them how to put a tick in the right box for each picture as shown in the example.



This is an evaluation exercise.

Ask the children to hand in the worksheets so you can mark them and make sure children have understood the lesson.

More bright ideas

- You can also build this into a language exercise where children fill in the missing words: *I wash my hands eating breakfast.*
I clean my teeth going to sleep.
- Extend this lesson into learning how to tell the time and the days of the week (see Activity 3.)

**45 mins**

Unit 3 Let's stop worms spreading!

Activity 3:

A day in the life of my hands

The aim of this activity is to encourage learners to:

- i) apply what they have learnt in Activity 3,
- ii) reflect on their own behaviour, and
- iii) assess their own risk of catching worms.



Preparation:

You will need copies of Worksheets 19 and 20.

Worksheet 19 gives learners an opportunity to think about all the things they have touched with their hands in one day. Help learners to think about where they go and what they do at different times of day.

Worksheet 19: What have my hands touched today?

A. Start with your own hands as an example.

- What did you touch when you woke up this morning?
- When you had breakfast?
- On the way to school?
- In the classroom?
- During break time?
- What will you touch this afternoon and when you get back home?



B. Depending on the Grade you are teaching you can:

- Ask learners to draw or write a list of words for each thing they touched today.
- Brainstorm with the whole class. Write their answers on the board and then ask them to draw pictures



C. Once the learners have completed the activity:

You need to talk about worm safety. Ask the following questions:

- What things were safe to touch?
- What things can help spread worms?
- How can we protect ourselves?
- What makes it easy or difficult to wash your hands?



30 mins



Make your own handprints

Use poster paint to make handprints of all the learners in the class. Ask learners to write their names on the prints and stick the handprints up on the wall. If you don't want to use poster paint, Ask learners to trace the outline of their hands using a pencil and then colour them in.

More bright ideas:

Compare hands:

Who has the biggest and smallest hands? or

Measure the hands using a ruler.

Discuss finger prints:

Each one of us has a unique (special/different) set of finger prints.

Ask children what they think we would use finger prints for. Also show a copy of the finger prints in your ID book or drivers licence.

Right and left handed; Who writes with their right hand? Who writes with the left? What is difficult for left-handed children to do?

A**Beauty****left hand****Thabo****right hand****30 mins**

Unit 3 Let's stop worms spreading!

Activity 4: Handwashing and Star charts

Preparation:

Children learn through doing. This means you need to make sure that children have access to clean water and soap. You also need to monitor (make sure) they are washing their hands when they need to (*after using the toilet and before eating food*).

Children learn from watching the adults around them. You need to be a positive role model for your learners and wash your own hands regularly (where they can see you!).

Decide how you are going to manage handwashing in the classroom. The jug and bucket of water in the classroom is one solution. Running water from a tap is cleanest but choose what works best for you.

Worksheet 20

Worksheet 20 offers learners the chance to monitor their own handwashing behaviour. In the process, they learn about the days of the week and how to fill in tables. Learners in higher grades can fill in worksheet 20 individually. You can set this as homework, so that parents get involved too! Or you can put the individual star charts up on the wall, so learners can fill them in when they return to the classroom.

How to make your own star chart

For lower grades, you may want to make your own star chart for the whole class as in the example below:

Name	Monday	Tuesday	Wednesday	Thursday	Friday
Nico	***				
Lulu	**				
Mrs Brown	*****				

**M****L****30 mins**

**Don't forget to:**

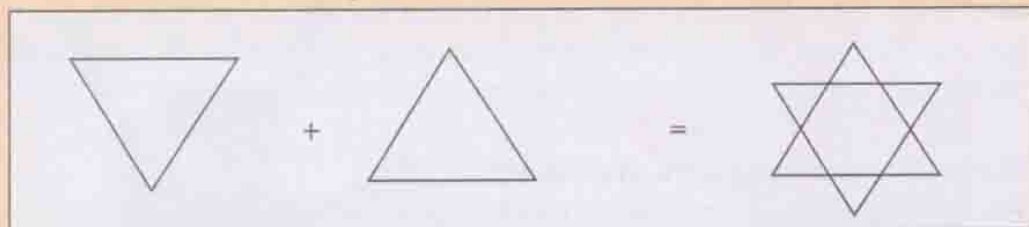
- Make sure the children draw a star every time they wash their hands.
- At the start of each day, count how often the learners washed their hands the day before.
- Remind learners to fill in the chart for the rest of the day.
- Remember to add your name to the list too!

**Make your own poster competition**

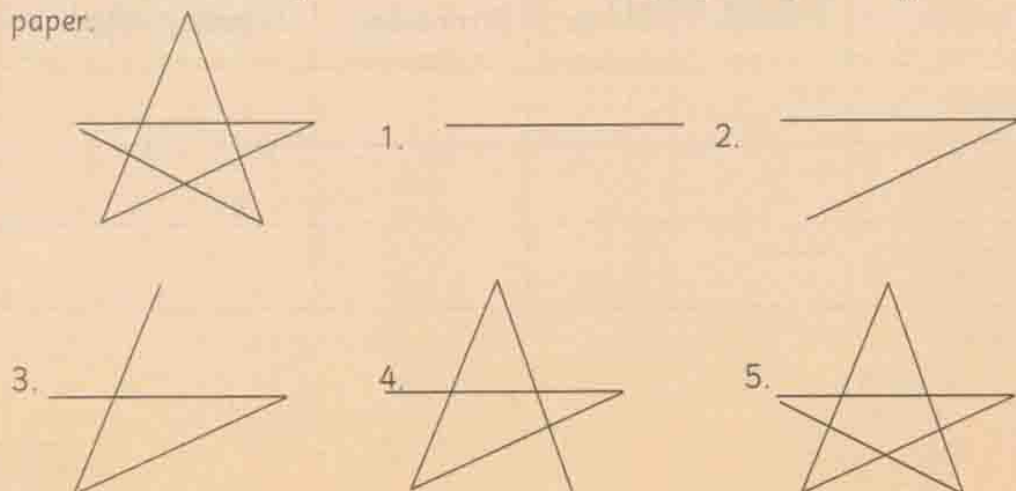
- Work in small groups.
- Ask each group to make a poster to help other children remember to wash their hands.
- The poster should have a picture and a slogan (words). Have a look at some soap adverts for some good ideas! You could even cut out the pictures and stick them together to make a collage.
- Put the posters up in the classroom and school toilets.

**Draw a star**

Show the children how to make a 6 pointed star using two triangles drawn on top of one another.



Older children can try to draw a star without lifting their pencil off the paper.



Unit 3 Let's stop worms spreading!

Activity 5: Clean bodies

Washing our hands is only one way of keeping our bodies clean and healthy. In this activity, we will look at other forms of personal hygiene.

Preparation:

You will need to make individual copies of Worksheet 21 and 22.

You will also need to bring:

- a jug of water
- basin
- soap
- face cloth
- towel
- nail brush (or old toothbrush)
- nail clippers
- toilet paper
- toothpaste and toothbrush

A: Worksheet 21

- Handout copies of Worksheet 21.
- Show learners how to fill in the answers based on their own experience.
- When the learners have completed the worksheet. Ask them to share their answers with the rest of the class. Talk about why it is important to keep clean regularly.
- This is a useful tool to assess how confident children are with numbers.

B: Demonstration

Ask the children to identify each of the things you have brought with you.

- What is it called?
- What do we use it for?
- Why is it important?

Ask for volunteers to demonstrate how to use each of these things.
Give guidance where necessary.

C: Hand and nail inspection:

Ask learners to look at one another's hands and nails. Are your partner's nails long or short? Clean or dirty?



30 mins

**D: Caring for my body — Worksheet 22**

- Handout copies of Worksheet 22.
- You may want to write the words up on the board or colour code the text and pictures to help younger learners complete the matching exercise.
- Work with a partner to match the pictures to the words. Then colour in the pictures.

L

More bright ideas:

You can also enlarge the pictures on a photocopy machine and make matching word cards. You can use the big pictures and word cards to introduce Worksheet 22 and to build vocabulary and reading skills for many other activities in this unit.

C



soap

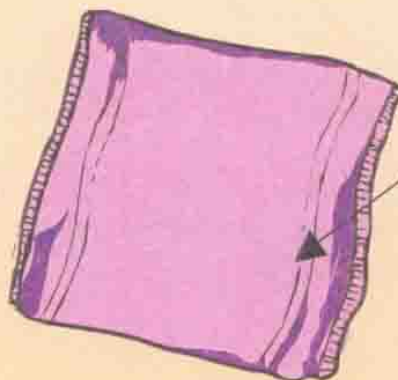


nail clippers



toilet paper

face cloth

**Health warning!**

Dirty face cloths spread germs. Remember to soak dirty face cloths in bleach. Don't forget to rinse out the bleach before you use them!



15 mins

Unit 3 Let's stop worms spreading!

Activity 6: Clean home

If we want to protect ourselves from worms, we need to care for our bodies. We also need to care for our environment and make sure it is clean and healthy.

Preparation:

You will need copies of Worksheet 23, 24 and 25 for each learner.

A. My home cleaning kit

- Hand out the worksheets.
- Ask the learners to identify each of the pictures and what it is used for.
- Write the names of each thing on the board one by one.

Discuss why it is important to have clean:

- clothes
- dishes
- toilets
- floors
- kitchen surfaces, and
- the outside yard.

Then ask the learners to complete Worksheet 23 by filling in the missing words.

B. Who cleans up at home?

- Hand out copies of worksheet 24.
- Work with the whole class.
- Look at the pictures.
- Help the learners draw a line from each picture to the text that describes the activity.
- Ask the children to fill put a tick under the person who cleans this thing in their home.

For example: *Who washes the dishes in your home — a woman, a man, a boy or a girl? If it is your father, put a tick underneath the picture of the man. If it is your mother, put a tick under the picture of the woman.*

Once the learners have filled in their worksheets ask them to compare their answers with a partner:

- Are their answers the same or different?



**Compiling your results:**

Younger children may struggle to fill in the form themselves. So you can also work together as a class to fill in one table on the black board. Go through the table row by row. Ask the children to put up their hands to show who washes the dishes in their home. Count the number of hands and fill in the answers under each of the four columns.

L

C

M

Who ... →

↓
cleans this?

washes the dishes	14	7	4	25
cleans the toilet	3	0	1	48
rakes the yard	5	25	8...	
picks up rubbish				
sweeps the floor				
washes clothes				
cleans the kitchen				

Unit 3 Let's stop worms spreading!

Class discussion:

- Who does most of the cleaning work in their home?
- How much cleaning do they do? Is it too little or too much?

Use this opportunity to talk about gender. *Is cleaning a woman's job?*
In today's world, life is changing. More and more boys and men are helping keep their homes clean and healthy.



C. Stop flies spreading germs!

Work with the whole class

Remind the learners about Freddy the Fly.

Talk about where flies come from. What do they like to eat?

Then ask the learners: How can we stop flies spreading germs?



Experiment

You could do an experiment using two little cakes with white icing.

Leave one cake open and cover the other cake with a lid or net.

See how long it takes before you can see the fly's dirt on the uncovered cake. Ask the children which cake they would want to eat.



Handout worksheet 25

Ask the children to write or draw three other things that will help to stop flies spreading germs **e.g. keep food covered, clean up animal faeces, make lids for bucket toilets, etc.**

Warning — Poison!

Remember to warn children that Doom and other fly sprays are poisonous and inflammable. We must not spray these things on other people, our food or near an open flame.



Make your own fly-paper!

Mix $\frac{1}{4}$ cup of golden syrup with 2 tablespoons of sugar.

Soak strips of brown paper in the sugar mixture overnight.

Use a piece of string and a drawing pin to hang-up your flypaper from the ceiling! Count how many flies you catch!



60 mins

Unit 3 Let's stop worms spreading!



Activity 7: Revision and self reflection

You will need individual copies of worksheets 26 and 27.

Worksheet 26 — Good and Bad for Health

This worksheet is a revision exercise that you can use to evaluate how much learners have remembered from units 2 and 3.

- Explain how to fill in the worksheet.
- Ask learners to complete the worksheet on their own.
- When they have finished ask them to compare their answers with a partner.
- Ask them to report back any differences between their two worksheets to the rest of the class.

Remember that some of the pictures are ambiguous.

For example: *Working in the garden, cleaning the yard and playing sport are all good for our health BUT we need to wash our hands afterwards to make sure we don't have any worm eggs on our hands.*

Worksheet 27 — Draw and tell

This worksheet helps learners to reflect on their own behaviour:

- What do they do that keeps them safe from worms?
- What behaviours are dangerous?

When the learners have finished drawing, ask them to share their pictures with the rest of the class.



30 mins

Unit 3 Let's stop worms spreading!

Activity 8:

Book 3 - Thandi's school gets clean and healthy

1. Work with the whole class.
2. Remind the children what happened in Book 1: *Thandi's story* and Book 2: *Where do worms come from?*
3. Read Book 3 and show the pictures.
4. Discuss the questions on the back cover.
5. Help learners make comparisons between Thandi's story and what is happening at your own school.



30 mins

**Activity 9:****How healthy is your school?**

Many of our schools are like the one in Thandi's story. The toilets are dirty or broken and there is no soap or toilet paper for learners when they need it. This makes it hard for learners to keep clean. Bins without lids bring flies and flies carry the worms eggs onto our food.

If we are going to stop worms from spreading, we need a clean and healthy school environment. It is no good teaching children about personal and environmental hygiene unless the whole school works towards keeping things clean.

In this activity, learners are going to evaluate the health risks in your school environment. You will have to go out of the classroom and look at the playgrounds and toilets in order to complete this activity.

Preparation:

Read through worksheets 28 to 31.

Decide which of these worksheets is most appropriate for the grade you are teaching. If you choose to use only *worksheet 28* then use the other worksheets to help children understand that:

- Toilets and sinks should be clean and working
- There should be soap and toilet paper when they need it
- All rubbish should be put in bins and the bins should have lids to keep out flies.

It is also important for children to know:

- who cleans their school, and
- who to tell if things are dirty and broken.

Bright idea

Invite the cleaners to visit your classroom and explain to the children what kind of work they do. Make sure the learners know that it is their (the learners) responsibility to keep things clean! (If necessary, ask them who makes the toilets dirty?)

You can also talk about the work of *environmental health officers* and invite one to visit your school. Their job is to inspect schools to make sure the environment is clean, safe and healthy for learners.

Unit 3 Let's stop worms spreading!

Instructions:

Explain to the class that you are going to find out if your school environment is clean and healthy. Divide the class into small groups. Handout one copy of each of the worksheets for each group. Explain to the learners how to fill in the worksheets.

- Start by looking at your classroom.
- Then move outside to inspect your playground and
- Then visit your toilets. (one team or group should inspect each toilet facility. Boys and girls working separately.)



When you return to the classroom discuss your findings.

- Is the classroom clean or dirty?
- Is the playground clean or dirty?
- Are the toilets good or bad for health?
- Compile the results of your toilet survey using Worksheet 31.
- Are there enough toilets for the number of learners in your school?



Decide how you are going to communicate the results of your survey to the rest of the school!



45 mins

Activity 10: Planning solutions



Preparation:

In the last activity, we identified problems in the school environment. In this activity, learners will work together to solve these problems.



Plan for success

As preparation, read through Book 3 and think about what solutions learners could implement successfully in your school. Don't choose something complicated that relies on many other role players to implement. Rather choose something simple that learners can do on their own. It is important that learners experience success (not failure)!



Survey results

Start by discussing the results of your survey (Activity 7).

If your environment is NOT clean and healthy, decide on a plan of action. Talk about what you can do to solve the problem.

For example:

- You can report broken or dirty toilets to the principal.
- If there is no soap or toilet paper, you can speak to the school governing body. It is their responsibility to pay for these things.
- You could break the class into teams who:
 - i) clean up the playground and
 - ii) inspect the toilets on a daily basis.



The school of my dreams

1. Handout worksheet 32 Ask learners to draw the school of their dreams.
2. Then handout worksheet 33 and ask the learners to draw pictures of a problem in the school environment and one way of solving the problem they have chosen.
3. Ask each child to share their drawing with the rest of the class.
4. Hand these pictures to your principal or hold an open day in your classroom so that the whole school gets the message and can work together to build a clean, safe and healthy environment.

Unit 3 Let's stop worms spreading!

Plan, implement and evaluate your solutions

Work together as a class or in learning teams to **choose** at least one solution that learners can put into practice.

1. Plan

Decide **who** is going to do **what** and **when** they will do it.

For example: *Team A will clean up the playground every lunch time, Team B will check that the toilets are clean at the end of break, Team C will collect water for the class to wash their hands on Mondays, Team D on Tuesdays, etc, Team E will make handwashing posters to put in each of the toilets*



3. Act

Put your plan into action.

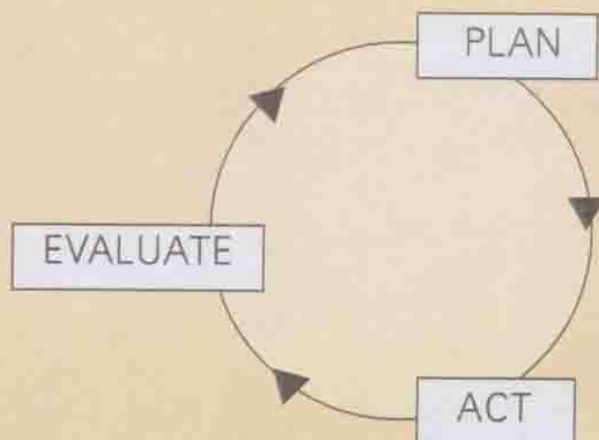
4. Evaluate

Talk about the success of your action.

- What went well?
- What problems did you encounter?
- How could you do it better next time?
- How did you work together as a team?



5. Discuss what learners could do to improve the health of their environment outside of school.



Ideas for further activities

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Acknowledgements

Preface

The ethos and culture of the KTT underpin the evolution and development of this statement. This ethos is characterised by mutual support, collaborative processes, interdependent partnerships and collective ownership. These materials are still in a developmental stage and will be further refined following a period of piloting in the 12 project schools in Khayelitsha.

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Learning about worms is an opportunity
for you as an educator to get creative.
Here is an action song developed by the
teachers of Nolungile Primary school:

lintshulube! lintshulube!

Yingozi! Yingozi!

Hlambani 'zandla! Hlambani 'zandla!

Hlambani 'zandla! Hlambani 'zandla!