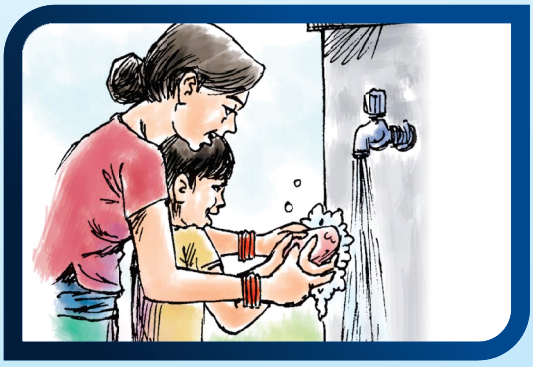
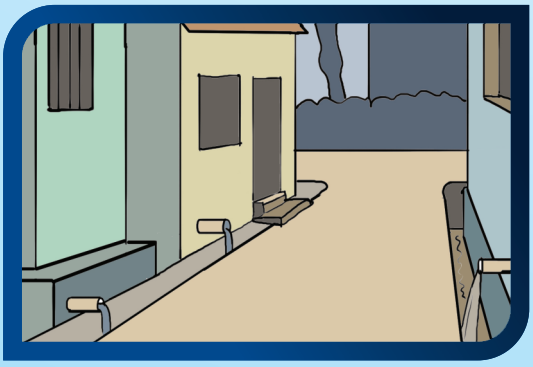
ENHANCING CIVIC ENGAGEMENT

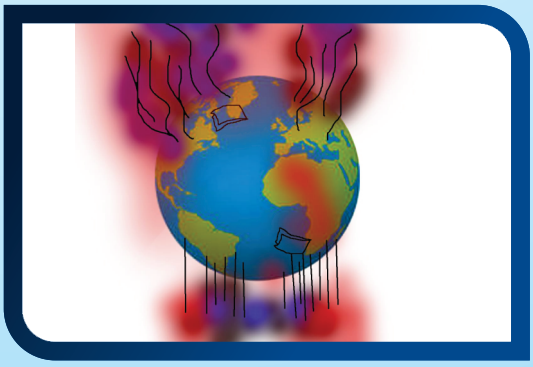
HYGIENE AND SANITATION

STUDENT BOOK

Class VI







State Council of Educational Research and Training
Government of Goa

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2	1.1 Activity 2: Understanding the status of toilet use through survey and encouraging parents to construct a toilet	Science-Chapter - 14 Water. Page no - 136 to 146) This activity could be included in Yearly Plan/ During Swacchata Weak.
3	1.2 Activity no. 1 (class/school): Seasonal calendar for identifying types of disease	Science- CH 2 , Components of Food, Page no. 8
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A. Programmatic outcomes of Mulyavardhan - ECE

The following outcomes are expected to be achieved by the end of three years:

1. Schools would be able to raise awareness among students, teachers and parents about the problems and the potential solutions at the school and community level for sanitation, hygiene, waste management, traffic awareness and road safety.
2. Schools would be able to implement and promote safe and clean practices of sanitation and hygiene in the school and the immediate community.
3. Schools would be able to implement and promote effective practices of waste disposal, segregation, and recycling and reusing of various types of waste in the school and the immediate community.
4. Schools would be able to develop safe and responsible road habits among the students and the staff and also promote the adoption of safe and responsible road practices in the immediate community.

B. Expected student learning outcomes

TABLE 2: EXPECTED STUDENT LEARNING OUTCOMES

Themes	Long-Term outcomes (>=5 years)	Levels	Expected overall thematic outcomes (< 5 years)
Hygiene Sanitation and Waste management	The student will be able to consistently demonstrate desired standards of sanitation, hygiene and waste management and actively contribute towards the improvement of such practices in the larger community.	A. Cognitive 1. Awareness 2. Information/ Knowledge	• Is aware and informed about the importance of cleanliness of one's surroundings and waste management in day-to-day life
		B. Socio - Emotional 1. Belief 2. Attitude	• Develops a belief about the importance of cleanliness and hygiene • Has the right attitude about the importance of waste management
		C. Behaviour 1. Action	• Practises cleanliness and adopts preventive measures while using sanitary facilities • Cohesively works with the community and the government for cleanliness and waste management • Practises proper waste disposal and segregation, recycling and reusing wherever possible • Is able to conduct checks and audits for hygiene and sanitation • Can follow up with public institutions for waste management

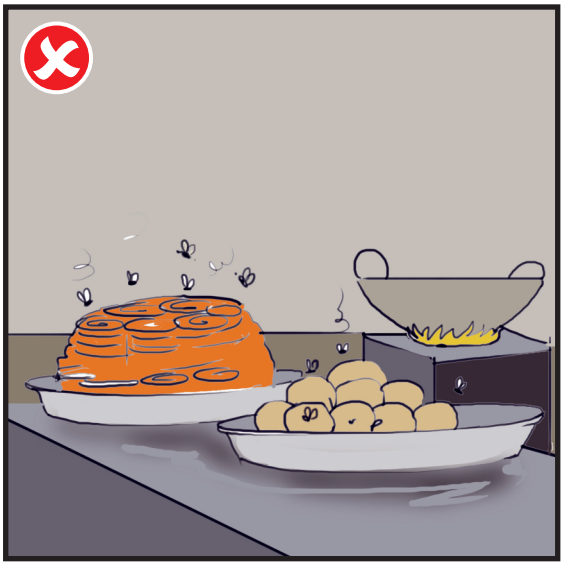
TOPIC 1. TOILET AND SANITATION

1.1 Importance of using the toilet and its benefits

1.1 Activity no. 1 (school/community): Screening video and brainstorming on the importance of using the toilet

1. Importance of toilet: Implications of open defecation

1. Open defecation is dangerous. It spreads diseases and causes thousands of deaths every day.



2. One of the major health risks of open defecation is the inadequate disposal of human waste, particularly where toilets do not exist.

3. Open defecation contaminates the soil and water.
4. It increases the chances of snake bite and other harmful accidents.

5. Proper sanitation is a human right.

1.1 Activity no. 2 (class): Understanding the status of toilet use through survey and encouraging parents to construct a toilet

Understanding the status of toilet use

Sr. no.	Student name	Total no. of family members	Availability of a toilet (yes/no)	If yes, is it in use? (yes/no)	If a toilet is in use, then mention how many family members use it regularly.
1.					
2.					
3.					
4.					
5.					
6.					
7.					

1.2 Types of diseases related to poor sanitation practices/ sources of diseases

1.2 Activity no. 1 (class/school): Seasonal calendar for identifying types of disease

1. Diseases and consequences of poor sanitation and hygiene

The direct consequence of poor sanitation is the spread of serious diseases. These diseases can be particularly dangerous for children (especially children younger than five years) as they often lead to poor physical growth, low fitness and reduced mental development.

Note that many diseases linked to poor sanitation are also linked to poverty and poor living conditions. This is because living in unhygienic conditions for a prolonged period can lead to the repeated incidence of illness.

The diseases that can spread due to poor sanitation are categorised as follows:

a. **Waterborne diseases:** These diseases spread through contaminated drinking water. Germs can pollute the water via the faecal-oral route. Example: Cholera, typhoid, infectious hepatitis, polio, stunted growth and malnutrition (particularly in children)

b. **Airborne diseases:** These diseases are transmitted through the air. Germs can enter your body if you breathe in contaminated air. Example: Allergies, chest and nose congestion, tuberculosis

Note: Harm to human health is not the only concern associated with wastewater and excreta. Heavy metals and organic and inorganic toxins are dangerous to the environment too, particularly when industrial wastes are added to the waste stream.

2. Seasonal calendar tool

1. What is a seasonal calendar

A seasonal calendar is a visual method used to depict the distribution of seasonally varying phenomena. For example, several phenomena such as economic activities, diseases, migration trends and natural events vary across seasons. A seasonal calendar helps visualise and analyse these time-related changes. These calendars are very useful for research, raising awareness in the community, and planning projects.

2. Seasonal calendar: Sanitation and health issues

Sr. no.	Health issues	Summer				Rainy				Winter			
		Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan
1.	Waterborne diseases A. Malaria B. Diarrhoea C. Typhoid												
2.	Airborne diseases (diseases transmitted by the faecal-oral route)												
3.	Poor sewage and resulting epidemics												
4.	Consequences of open defecation practices												
5.	Cleanliness issues in public places and their consequences												

Clean and green is our perfect dream.

2.1 The teacher will lead the discussion and complete this tool by taking realistic and scientific feedback from all the students. (The teacher will follow each row from the beginning to the end and ask the students to provide their opinion about the impact of a particular health issue in the corresponding months by providing a score from 1 to 10.) ***Note: A higher digit will indicate a higher impact.***

2.2 Scoring guide:

The teacher needs to indicate the impact of a particular health issue through a numeric digit from 1 to 10.

Very high	**9 to 10**
High	**6 to 8**
Medium	**4 to 5**
Low	**2 to 3**
Negligible	**1**

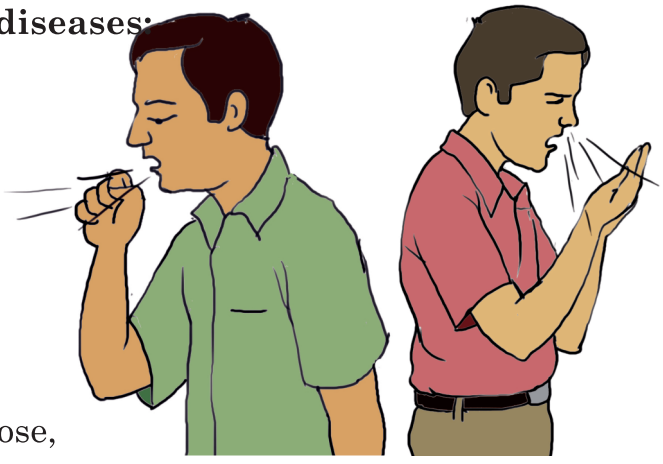
1.3 Airborne diseases

1.3 Activity no. 1 (class): Understanding airborne diseases through a tree diagram and video

1. How do airborne diseases spread?

Airborne diseases get transmitted through the air. When an infected person coughs, sneezes, etc., his/her nasal and throat secretions get expelled into the air. These secretions can contain viruses or bacteria that then remain suspended in the air or settle on various surfaces. When you breathe in this polluted air, these germs enter your body. You can also get infected if you touch an infected surface and then touch your nose, ears or mouth.

2. **Symptoms of airborne diseases:**



- Coughing
- Sneezing
- Chest congestion
- Runny nose
- Headache
- Loss of appetite
- Inflammation of your nose, throat, sinuses or lungs

3. **Examples of airborne diseases**

   a. **Whooping cough** (also known as pertussis): It is caused by a bacteria that gets into your nose and throat and spreads very easily. If you have been suffering from a cough for a long time, it could be whooping cough. Symptoms: Coughing, sneezing, runny nose, low fever (below 102°F)

   b. **Mumps:** It is an infectious disease caused by a virus. It passes from one person to another through saliva, nasal secretions, and personal contact. Symptoms: Fatigue, body aches, headache, loss of appetite, low fever

   c. **Tuberculosis** (also known as TB or consumption): It is a contagious infection that spreads through the air when an infected person coughs, sneezes, etc. It usually attacks the lungs but can also spread to other parts of the body like the brain and spine.

      It should be noted that TB doesn't spread easily. The germs causing TB grow slowly and you can get affected only through extended contact with an infected person. You can also be infected without becoming ill or infecting others. Symptoms: Coughing that lasts more than three weeks, coughing up blood, chest pain, pain while breathing or coughing, unintentional weight loss, fatigue, fever, night sweats, chills.

d. **Chickenpox:** It is caused by the varicella-zoster virus. Chickenpox is highly contagious. You can get it if you come in contact with someone suffering from chickenpox. Symptoms: Fever, rash, red spots, blisters, crusty lesions.

4. **Prevention of airborne diseases**

a. Always use a handkerchief while sneezing or coughing.

b. Wash your hands thoroughly with soap and water after sneezing or coughing. Don't touch your face or mouth or other people before washing your hands.

c. Never spit in public places. Spit in a wash-basin or spittoon.

d. If you are sick with an infectious disease, avoid coming in close contact with other people.

e. If you are in an infected or polluted area, wear an oral mask to prevent infection.

f. If someone around you has a communicable disease, avoid coming in contact with him/her. Don't use their clothes, utensils, etc. Wash the belongings of the sick person separately, preferably with hot water.

g. Disinfect your home with a safe disinfectant solution. Encourage your community members to keep public areas, hospitals and nursing homes disinfected.

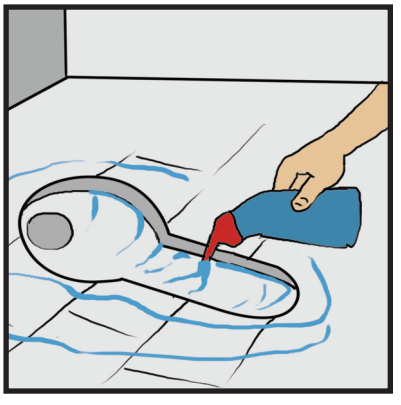
h. Make sure you get necessary vaccinations on time. Vaccination is the process of exposing yourself to an inactivated microbe to let your body develop immunity against that microbe. It is a very effective method to prevent many airborne diseases like diphtheria, tuberculosis and hepatitis.

1.4 Methods of disinfecting toilets and bathrooms

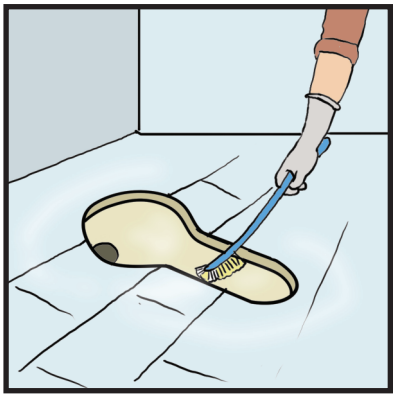
1.4 Activity no. 1 (class): How to disinfect a toilet?

- **Steps of cleaning/disinfecting toilets**

1. **Put on clean gloves:** Use a dedicated pair of waterproof rubber gloves to clean your toilet.



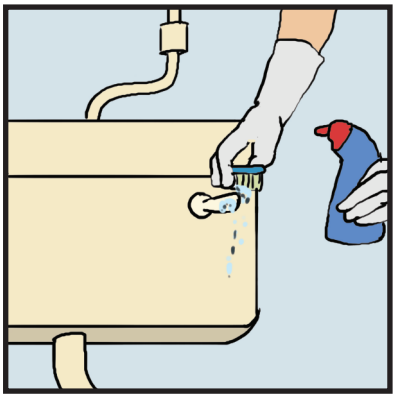
2. **Wipe down the toilet with a damp sponge:** Moisten a sponge with hot water and wipe around the tank, lid, seat, base, and exterior of the bowl.
3. **Apply toilet cleaner to the inside of the bowl and the area around:** It's important to apply cleaner to the inside of the bowl's rim as a lot of dirt can accumulate there. After you've cleaned the bowl, you should clean the rest of the toilet, even if it's not as dirty.



4. **Scrub the bowl with a toilet brush:** Use a firm-bristled toilet brush to scrub the entire bowl completely.

5. **Flush the toilet:** Flushing rinses the bowl and the brush. Continue to scrub as the water drains from the toilet, to rinse all of the dirt away.

6. **Clean the flush handle thoroughly:** Wherever flushes are provided, the handle needs to be extra-clean because you touch it every time you use the toilet.



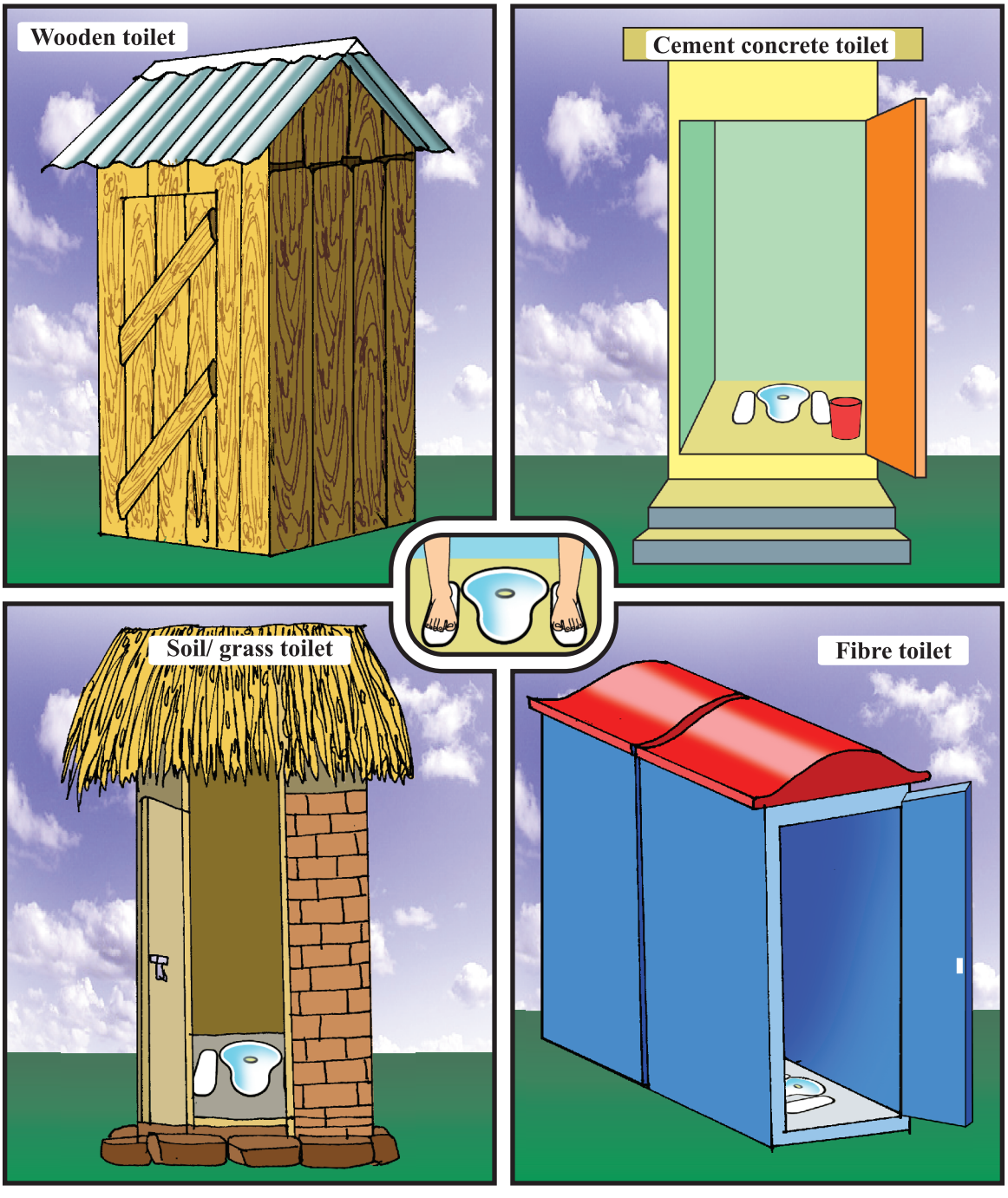
7. **Disinfect your brush:** Fill a bucket with hot water, add bleach and disinfect your brush by dipping it into this solution for a few minutes.

8. **Wash your hands:** After you have disinfected the toilet, make sure to wash your hands with soap to prevent the spread of germs.

1.6 Types of toilets

1.6 Activity no. 1 (class): Understanding types of toilets through posters

Poster: Types of toilets



Worksheets and Handouts

1.1 Importance of using the toilet and its benefits

1.1 Activity no. 1 (school/community): Screening video and brainstorming on the importance of using the toilet

Work in groups to list the benefits of using a toilet and the consequences of open defecation.

Worksheet 1.1 (1)

Sr. no.	Benefits of using the toilet	Consequences of open defecation
1.		
2.		
3.		
4.		
5.		

1.2 Types of diseases related to poor sanitation practices/ sources of diseases

1.2 Activity no. 1 (class/school): Seasonal calendar for identifying the types of diseases

Make a list of diseases caused by poor sanitation and hygiene and identify the month in which you have to be more careful about these diseases.

Worksheet 1.2 (1)

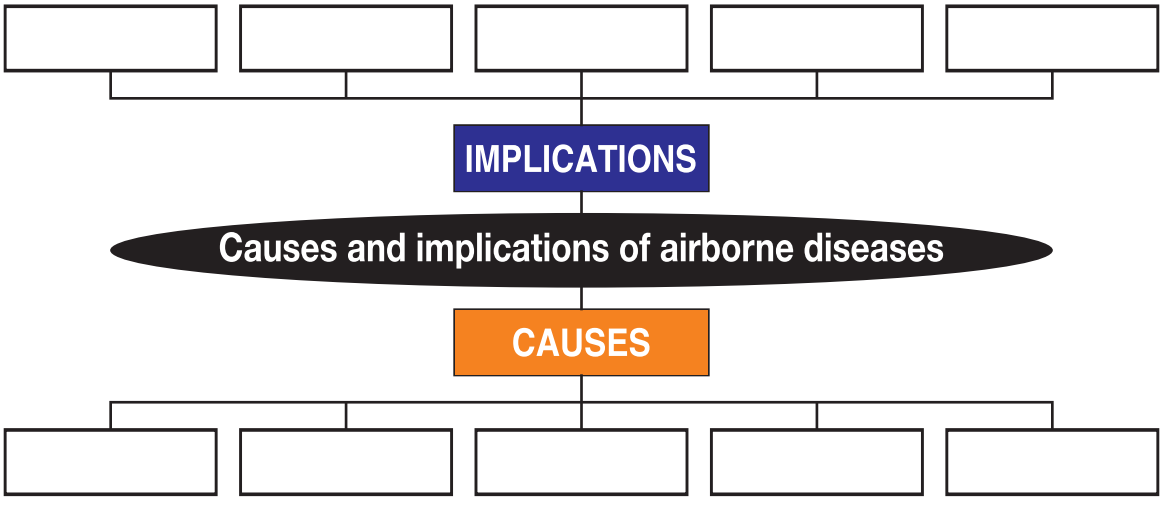
Sr. no.	Name of disease	Months in which you have to be more careful
1.		
2.		
3.		
4.		
5.		

1.3 Airborne diseases

1.4 Activity no. 1: Understanding airborne diseases through a tree diagram and video

Write the causes and implications of airborne diseases in the tree diagram based on the screened video/poster and after referring to the information book.

Worksheet 1.3 (1)

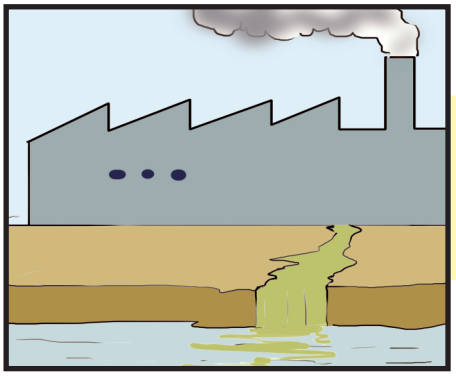


TOPIC 2. WATER AND SANITATION

2.1 Water and Sanitation

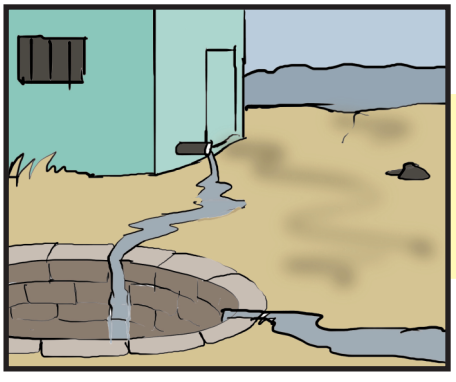
2.1 Activity no. 1 (class): Understanding the relationship between water and sanitation

1. Sources of water contamination

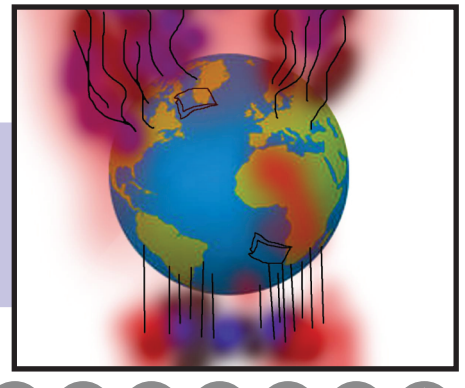


Industrial waste: chemicals, mining 1

2 Agricultural activities: fertilisers and pesticides, bacteria from livestock and food, processing wastes



Human practices: poor sewage system (drainage water), open defecation, poor waste (garbage) management 3



4 Climate change due to global warming

2.2 Identification of risk factors affecting household, school and community hygiene/sanitation

2.2 Introduction to transect walk

2.2 Activity no. 2 (class/community): Conduct a transect walk

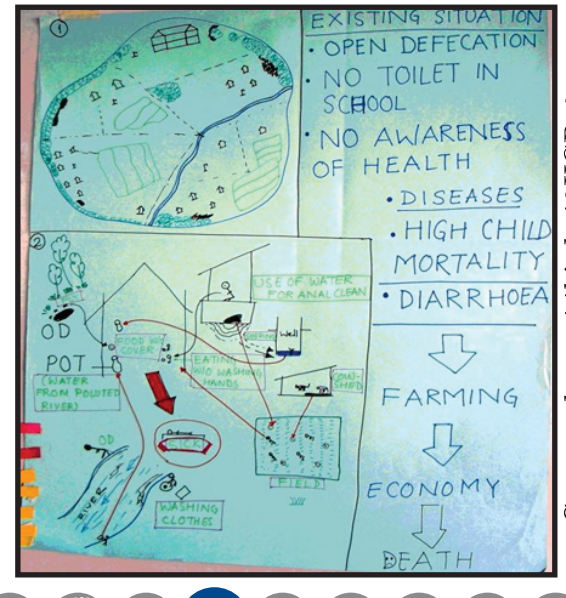
1. Introduction to transect walk

A transect walk is a systematic walk along a defined path (transect) across the community/project area, together with the local people. It aims to explore the water and sanitation conditions by observing, asking, listening, looking and producing a transect diagram/report.

Draw a map on the status of sanitation existing in the village/school, by following the steps below:

1. Observe what kind of sanitation facilities exist in the village: drinking water facility, waste disposal (garbage), sewage management, open defecation and toilet-maintenance.
2. Observe the present condition of the sanitation facilities: functional /non-functional and quality.
3. Prepare the transect diagram/report and present it in front of the class/teacher.
4. Suggest the scope of improvement based on the observations.

TRANSECT WALK DIAGRAM



Source: https://bit.ly/2KCBe9u

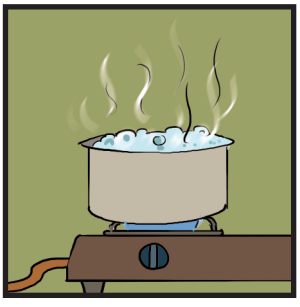
2.3 Methods of preventing waterborne diseases

2.3 Activity no. 1 (class): Understanding methods of preventing waterborne diseases

1. **Water decontamination method**

A. **Strain the water:** For water that's contaminated with large particles like pebbles, insects, plant matter, or dirt, you can strain out the contaminants. Line a fine-mesh strainer with muslin, cheesecloth, a clean dish towel, or even a clean cotton shirt. Place the strainer over a container, and pour the water through the strainer to remove the particles.

- *Note that straining the water like this will only remove large particulates, not pathogens, heavy metals, or other contaminants.*



B. **Boil the water:** Boiling is a great way to kill bacteria, viruses, and parasites in water. Fill a pot with water and heat it over medium-high heat, or over a fire. Bring the water to a boil and let it boil for about 10 minutes. Let the water cool before drinking.

- Water purification typically happens after three to five minutes, but at higher elevations, you must boil the water for longer.
- Boiling alone will not remove heavy metals or chemical contaminants from water. However, boiling the water with the inside of a cactus plant could remove additional pollutants such as arsenic.

C. **Chlorine:** Chlorine is a powerful chemical that has been in use for many years to treat water for home consumption. Chlorine kills germs, parasites and other disease-causing organisms found in groundwater or tap water.

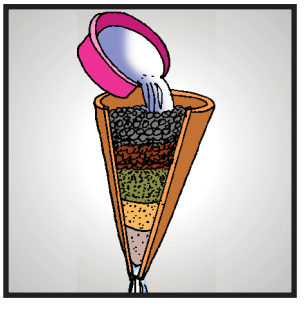
D. Use sedimentation: When you don't have access to anything that you can use to filter the water, you can remove large particulates from water by letting it settle. Collect the water in a bowl or jar. Leave the water to settle for one to two hours. During this time, heavier particles will sink to the bottom, and lighter material will float to the top.

- To remove lightweight particles, skim them from the surface of the water.
- Then, gently and slowly, pour the water into a clean bowl or jar. Stop pouring before you get to the bottom. This will leave the heavier sediments behind in the original container.

E. Make your own filter: You can also make your own water filter to remove large sediments from water.

Process of making homemade water filter

Take a plastic water bottle and prepare a filter container by cutting the bottom of the bottle. Once you have prepared the filter container, fill it with any physical material which you can find around you, such as sand, stones, gravel, etc. Make layers with finer material at the bottom and bigger materials on top. Then, simply put the water in this homemade filter as shown in the picture.



You will need some material to prepare the water filter, but you can also use alternatives if necessary, including:

- Use birch bark curled into a cone in place of the bottle and cap.
- Use a shirt or towel in place of the coffee filter.
- Use nuts, roots or grass in place of the filtration materials.

Source: "How to Purify Water " (https://www.wikihow.com/Purify-Water)--article provided by wikiHow. Content on wikiHow (https://www.wikihow.com/Main-Page) can be shared under a Creative Commons License.

2.4 Identification of safe drinking water

2.4 Activity no. 1 (school/community): Resource mapping for identifying safe and unsafe water resources

Steps for resource mapping

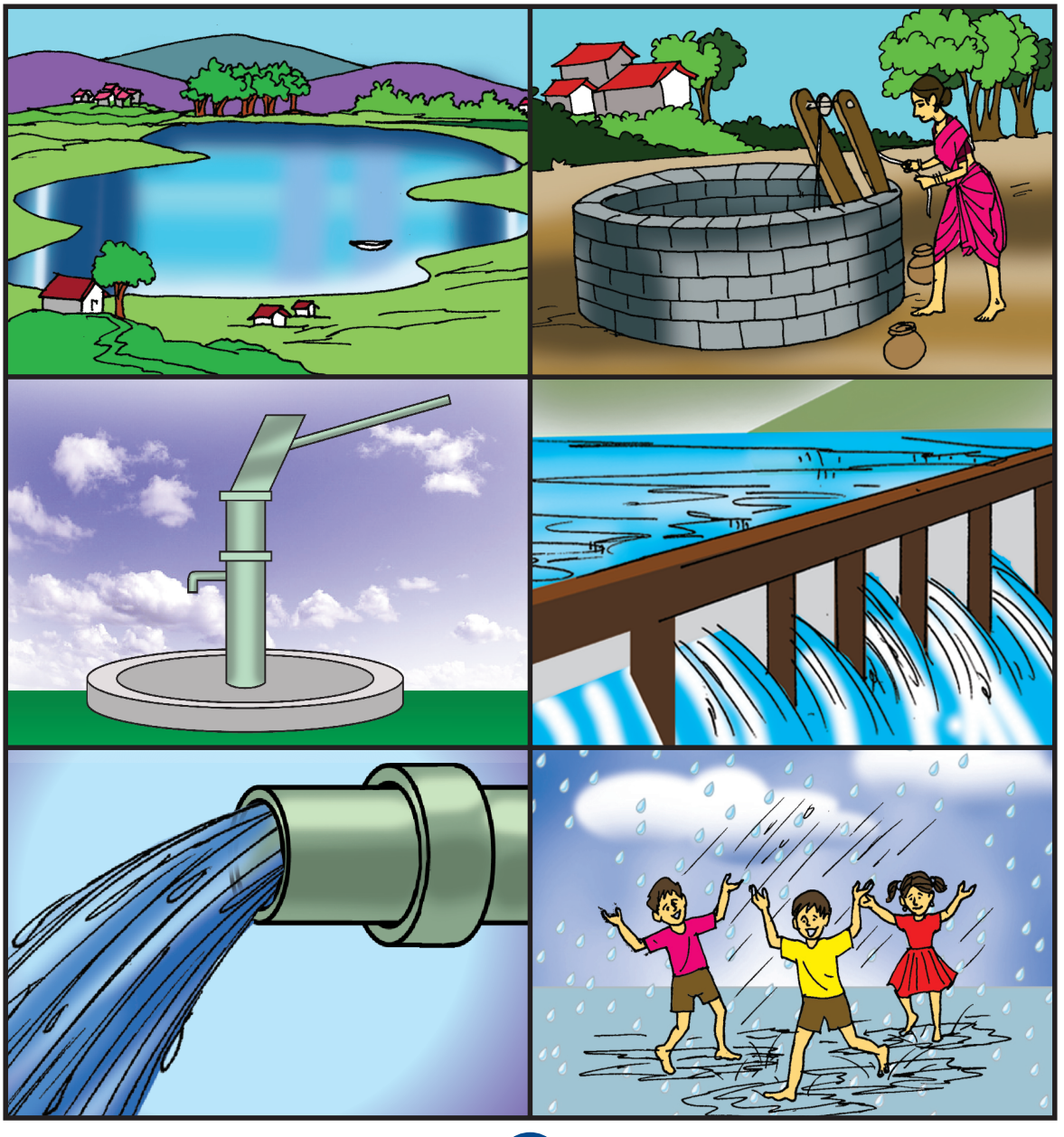
1. Students will stand in a circle.
2. Two to three students will become volunteers to draw the map on the ground or another suitable surface.
3. Students will draw the map on the surface/ground by using a chalk piece/*rangoli,* taking inputs from the other students who are standing in the circle.
4. First, the students will draw a circle on the surface. Then, by choosing any central point, they will start the resource mapping. For example, first, a student will show the Gram panchayat, then they will draw the main roads, and then they will show the water resources as per the location.

2.1. Water and sanitation

2.1 Activity no. 1 (class): Understanding the relationship between water and sanitation

List the types of water available in your community and categorise them into primary/secondary water sources.

Poster: Types of water



Worksheet 2.1 (1)

Sr. no.	Types of water in your community	Primary/secondary
1.		
2.		
3.		
4.		
5.		
6.		
7.		

2.2 Identification of risk factors affecting household, school and community hygiene/sanitation

2.2 Activity no. 1 (class): Identification of risk factors affecting sanitation, through group work

Worksheet 2.2(1)

Study the following example and make a similar list of risk factors in your locality. Also, note down the behaviour pattern of the community shown in the video.

Table for listing risks factors of sanitation (group work)

Sanitation practices	Risk factors affecting...		
	Household sanitation	School sanitation	Community sanitation
Toilet practice - open defecation	1. Family members are not using toilet; they are practising open defecation. 2. Family members are not following hand-washing practices accurately after use of toilet (not using soap)	No one is using the school toilet.	People are defecating openly in the common places such as the entrance of the village, near the school, near the playground, etc.

Drinking water			
Sewage management system			
Garbage system			
Animal waste			

2.2 Activity no. 2 (class/community) : Transect walk

Worksheet 2.2 (2)

Transect walk observation format

Write your observations of the transect walk in the table given below:

Sr. no.	Sanitation practices	Observations
1.	Public toilet system 	
2.	Drinking water system 	
3.	Sewage system 	
4.	Waste disposal system 	
5.	Any other practices leading to poor sanitation 	

Worksheet 2.3(3) Transect walk report format

Transect walk report format

Refer to the following reporting format and write a report on the status of sanitation in your community based on the observation format you filled on the previous page.

Note: Prepare the report by working in a group and taking guidance from the teacher.

Sr. no.	Sanitation practices	What issues have you observed?	According to you, what are the solutions to these issues?	Action plan to solve the issues
1.	Public toilet system			
2.	Drinking water system			
3.	Sewage system			
4.	Waste disposal system			
5.	Any other practices leading to poor sanitation			

2.3 Methods of preventing waterborne diseases

2.3 Activity no. 1 (class): Understanding methods of preventing waterborne diseases

Make a list of materials required to make a homemade filter.

Worksheet 2.3 (1)

Sr. no.	List of materials
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Report format: Prepare a report on safe and unsafe drinking water based on the observations undertaken during resource mapping.

Worksheet 2.4 (2)

Sr. no.	Sources of drinking water	Safe/unsafe	Sources of contamination
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

TOPIC 3. FOOD HYGIENE & SANITATION

3.1 Importance of food hygiene & sanitation

3.1 Activity no. 1 (class): Summarising the learning of food hygiene

1. What is the importance of food hygiene? / How do food-borne illnesses happen?

The food you eat can easily get contaminated by disease-causing germs if you don't maintain proper food hygiene. The infections that spread via food are called food-borne diseases. Most food-borne diseases are caused by bacteria, viruses and parasites.

2. Implications of unhygienic food

If you eat unhygienic food, you can contract a food-borne illness or even a long-lasting health problem. The common symptoms of food-borne illnesses are:

- Vomiting
- Diarrhoea (or diarrhoea with blood)
- Fever
- Abdominal pain
- Dehydration
- Chills

3. How to preserve/store cooked food safely

a. Keep cooked food in a clean and hygienic place.

b. Always cover food while storing it.

c. Don't allow pets or animals to come in contact with cooked food.

d. Before eating, don't forget to wash your hands.

e. If you are going to consume the cooked food after a long time, store it in the refrigerator.

4. Importance of eating hot food

You should consume food while it is hot. The advantages of eating hot food are:

- Less risk of contamination since the high temperature inhibits the growth of germs
- Generates energy quickly as breaking down cold food requires more time (and calories)
- Better digestion since the nutrients in hot food start getting broken down during the process of cooking itself

5. **Practices of preparing food hygienically**
   a. Keep the kitchen clean by scrubbing the floor, counter-top, etc., regularly with soap/disinfectant and water.
   b. Before food preparation, wash your hands, wear clean clothes and tie up your hair. Make sure that the person cooking in your kitchen follows these guidelines.
   c. Do not touch your nose, mouth, hair and skin while preparing the food.
   d. Keep your fingernails clipped and clean.
   e. Do not cough or sneeze onto the food. If you cough or sneeze, remember to wash your hands before touching the food.
   f. If you suffer from any illness, infection or a gastrointestinal problem, avoid handling, preparing or serving food.
   g. Wash raw food carefully before using it.
   h. Store food hygienically after cooking. Cover it to reduce the risk of contamination. If you are going to eat/serve it after a long time, store it in the refrigerator.
   i. Serve food in clean and hygienic plates.

3.2 Street food and dangers

3.2 Activity no. 1 (class) : Understanding the risks of eating outside food

Side effects of unhygienic food

1. **Food poisoning:**

Food poisoning is your body's adverse reaction to the consumption of contaminated or stale food. The risk of food poisoning is higher when you consume street food as it may have been exposed to contaminants during preparation or storage. The symptoms of food poisoning include vomiting, loose motions, constipation, stomach ache and fever.

2. **Acidity:**

Acidity is the condition of excess acidic content in the stomach, which can cause problems like a burning sensation, ulcers and indigestion. Street food is often very oily and could be loaded with acidic content, thereby increasing the risk of acidity.

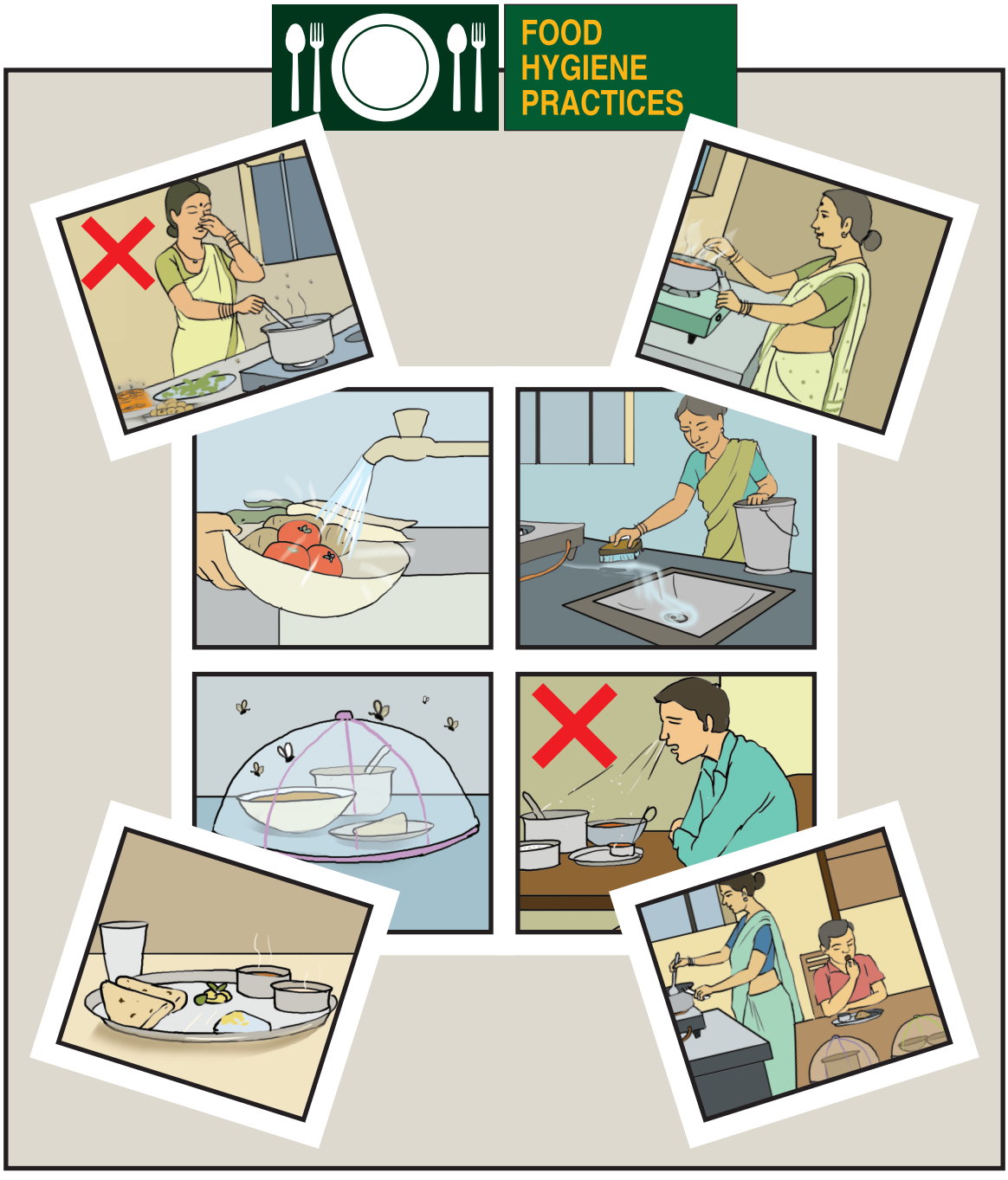
3. **Diabetes and obesity:**

Diabetes is the condition of excess sugar levels in the body. When you have diabetes, your risk of obesity - an unhealthy increase in weight - also goes up. Street food is very often loaded with sugars, bad fats and salts, thus making you vulnerable to these two risks.

3.1 Importance of food hygiene and sanitation

3.1 Activity no. 1 (class): Summarising the learning of food hygiene

1. Food hygiene poster:



Worksheet 3.1 (1)

Sr. no.	List of food hygiene practices/conditions
1.	
2.	
3.	
4.	
5.	
6.	

3.1 Activity no. 2 (home): Develop a poster/picture on food hygiene and display in school/at home in the kitchen

Develop a poster/picture on food hygiene by referring to the following subjects:

- Personal hygiene practices during preparation of food
- Kitchen hygiene practices
- Handling and storing food hygienically

Note : Develop a poster on a separate white paper.

3.2 Street food and its dangers

3.2 Activity no. 1 (class): Understanding the risks of eating outside food

Worksheet 3.2 (1)

List the side effects of eating street food in the table below based on the screened video.

Sr. no.	Side effects of eating outside food
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Poster on hand washing steps

Source: http://www.who.int/gpsc/5may/How_To_HandWash_Poster.pdf

Your health is in your own hands, so be sure to wash them.