



ENHANCING CIVIC  
ENGAGEMENT

# **HYGIENE AND SANITATION**

**TEACHER'S GUIDEBOOK**

**Class V**



**State Council of Educational Research and Training  
Government of Goa**

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# HYGIENE AND SANITATION

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TEACHER'S GUIDEBOOK

**Class V**

Guidebook for teachers which will provide directions to carry out different activities, conduct school events and also provide guidelines to execute community engagement projects

*Approved for pilot by -*

**State Council of Educational Research and Training (S.C.E.R.T.)  
Government of Goa**

## Subject Linkages Sheet for Hygiene & Sanitation : Std-V

No.	ECE Activities	Subject Linkages Topic Name, Number And Page No
	<b>Topic 1: Personal Hygiene</b>	<b>EVS - Part 01</b>
1	1.1 Activity no 1: Summarizing the learning of personal hygiene.(Page no - 1&2)	1. EVS- PART 1-Chapter 3 - From Tasting to Digesting. Page no - 22 to 34 2. EVS PART-I Chapter 8 - A treat for Mosquitoes. Page no - 68
2	1.2 Activity no. 1 (class): Understanding the importance of personal hygiene through group work	
3	1.2 Activity no. 2 (school/community): Role-play on the importance of personal hygiene	
4	1.3 Activity no. 1 (class): Understanding personal hygiene practices through demonstrative Video	
5	1.3 Activity no 2: Displaying Chart and Poster of Personal hygiene. (Pg no 4)	
6	1.3 Activity no. 3 (school): Follow personal hygiene rules at the school level	
	<b>Topic 2: Sanitation</b>	<b>EVS - Part 01</b>
1	2.1 Activity no. 1 (class): Summarising the learning of sanitation	EVS -Chapter 8 - A Treat for Mosquitoes., Page no - 67
2	2.2 Activity no. 1 (class): Listing the practices of community/school sanitation	EVS -Chapter 8 - A Treat for Mosquitoes. Page no - 71 to 75
3	2.2 Activity no. 2 (school): Organise drawing competition	On any Special Day
4	2.4.2 Activity no. 1 (class): Understanding the importance of avoiding spitting in public places	
	<b>Topic 3: Home Hygiene Practices</b>	<b>EVS - Part 02</b>
1	3.1 Activity no. 1 (class): Understanding the importance of practising home hygiene	EVS, PART-2 Chapter 16 - Who will do this Work?, Page no - 147, Imagine, Page no - 150
	<b>TOPIC 4. MOSQUITO AND RISKS</b>	<b>EVS - Part 01</b>
1	4.1 & 4.2 Activity no. 1: Understanding lifecycle of a mosquito, diseases and preventive measures	EVS -Chapter 8 - A Treat for Mosquitoes. Page no - - 71 to 75
2	4.3 Activity no. 1 (community): Identify mosquito-prevalent areas through a transect walk	EVS -Chapter 8 - A Treat for Mosquitoes. Page no - - 71 to 75

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# TOPIC 1. PERSONAL HYGIENE

## 1.1: Introduction to personal hygiene

### Expected outcomes

#### At School level-

The school would be able to -

1. Create awareness about personal hygiene and sanitation
2. Develop Information Education and Communication (IEC) material on personal hygiene and sanitation
3. Draw up strategies to make the community aware of personal hygiene and sanitation

#### At Student level-

The student would be able to -

1. Understand the meaning of personal hygiene
2. Identify the different practices of personal hygiene
3. Explore the different dimensions of personal hygiene
4. Explain the meaning and demonstrate different practices of personal hygiene

### 1.1 Activity no 1. (class): Summarising the learning of personal hygiene

#### Lesson/Activity plan

Time	Activities	Resources/ TLM
10 min	<p>Revise previous knowledge about personal hygiene by initiating open-ended questions and discussion.</p> <p><b>Step 1:</b> Ask the following questions:</p> <p>Q.1. What do you understand by personal hygiene?</p> <p>Q.2. What kind of personal hygiene practices should be followed at your age?</p> <p><b>Step 2:</b> Write down the student responses on the writing board.</p>	Writing board (blackboard)

15 min	<p><b>Step 3:</b> Lead the discussion based on the responses provided by the students and answer the above-mentioned questions. <i>(Refer to the student book - topic 1.3 activity no. 1 (class) point no. 1. Pg-3)</i></p> <p><b>Step 3.1:</b> Do brainstorming with students for defining personal hygiene and identifying the different practices of personal hygiene.</p> <p>The teacher may encourage the students to define the meaning and explain the different practices of personal hygiene. <i>(Refer to the student book - topic 1.1 activity no. 1 (class) point no. 1 for the meaning of personal hygiene. Pg-2)</i></p> <p>If required, the teacher can show/screen a poster/video to demonstrate personal hygiene. <i>(Refer to worksheet 1.1(1) from the student book and conduct the activity to cover the above topic. Pg-11)</i></p>	Poster/ Video
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## 1.2: Importance of personal hygiene

### Expected outcomes

#### At School level-

The school would be able to -

1. Create awareness about the importance of personal hygiene

#### At Student level-

The student would be able to -

1. Explain the importance of maintaining personal hygiene
2. Explain to others why personal hygiene must be practised by everyone





### 1.2 Activity no. 1 (class): Understanding the importance of personal hygiene through group work

## Lesson/Activity plan

Time	Activities	Resources /TLM
15 min	<p><b>Step 1:</b> The teacher should start the discussion with questions such as:</p> <ul style="list-style-type: none"> <li>A. What do you do after you wake up in the morning, before you have breakfast and before you come to school?</li> <li>B. How do you take care of your body?</li> <li>C. What is personal hygiene?</li> <li>D. Which are the body parts that need to be cleaned?</li> </ul>	
15 min	<p><b>Step 2:</b> Then, write on the writing board the table given in the student activity book. (<b><i>Refer to worksheet 1.2(1) from the student book. Pg-12</i></b>) Ask the pupils to discuss in groups and fill the blanks with the consequences of being unclean and the diseases which the respective parts of the body could contract.</p>	Writing board, notebook/ chart paper

### 1.2 Activity no. 2 (school/community): Role-play on the importance of personal hygiene

## Lesson/Activity plan

Time	Activities	Resources /TLM
10 min	<b>Step 1:</b> Identify the enthusiastic volunteers from the class and ask their groups to perform a role-play on the importance of personal hygiene.	Writing board
1 hour	<b>Step 2:</b> Provide inputs and guide the students to develop role-play themes on the importance of practising personal hygiene, based on the knowledge and perspective gained from the previous two sessions.	Writing board

20 min	<p><b>Step 3:</b> Ask these groups to demonstrate the role-play for the school students. Later, this will be performed in the community.</p> <p><b>Step 4:</b> Ask the students to write their learnings of performing a role-play (<i>students will write learnings in their own note book.</i>)</p>	Role-play script and props, if any
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### 1.3 Personal hygiene practices

#### Expected outcomes

##### At School level-

The school would be able to -

1. Introduce the standard practices of personal hygiene to the students
2. Establish a standard culture at school for maintaining personal hygiene
3. Establish and maintain standard services for personal hygiene in the school

##### At Student level-

The student would be able to -

1. Get familiar with the practices of personal hygiene
2. Exhibit the skills and methods of practising personal hygiene
3. Explain to others how to follow personal hygiene practices properly

#### 1.3 Activity no. 1 (class): Understanding personal hygiene practices through demonstrative video

#### Lesson/Activity plan

Time	Activities	Resources /TLM
30 min	<p><b>Step 1:</b> Introduce the topic and revise the previous knowledge about how the students are practising personal hygiene in their daily life.</p> <p><b>Step1.1:</b> Listen to the responses of the students about following personal hygiene practices:</p> <ol style="list-style-type: none"> <li>A. Face washing, nose hygiene, hand-washing</li> <li>B. Body washing, including leg, skin, private parts, etc.</li> </ol>	Writing board

	C. Armpit hygiene D. Ear hygiene E. Haircare Mouth & teeth: Brushing	
45 min	<b>Step 2:</b> Make the students aware of the need to practise personal hygiene by screening videos and showing posters. <i>(Reference: Video 1.1(1) - <a href="https://youtu.be/NE-J65NiWRU">https://youtu.be/NE-J65NiWRU</a>)</i> <i>(Note: Give a practical demonstration of the ten steps of hand washing. Refer to the student book - topic 1.3 activity no 1. (class) point no. 2. Pg-7)</i> <b>Step 2.1:</b> Invite a health worker to cover topics related to the hygiene of the private parts and menstrual hygiene practices.	Video/ Poster
20 min	<b>Step 3:</b> Fill gaps in knowledge by conducting a brainstorming session after screening the video and showing posters. <i>(Refer to the student book - topic 1.3 activity no. 1 (class) point no. 1. Pg-3)</i>	Video/ Poster/ student book

**(Note:** Ask the students to make a list of personal hygiene practices based on the demonstrative video. **Refer to worksheet 1.3(1) from the student book. Pg-13)**

**1.3 Activity no. 2 (home): Displaying chart and poster of personal hygiene Resources/TLM: Colours, chart paper**

**Time: 30 min**

**Step 1:** Motivate and guide the students to draw a picture/poster on the importance of personal hygiene and display it at the common places in the community/school. The teacher can motivate the students to select any practice of personal hygiene and develop the poster/picture.

**Step 2:** Appreciate the students for developing the poster/picture.

### 1.3 Activity no. 3 (school): Follow personal hygiene rules in school

**Resources/TLM: Pen, paper, chart paper**

**Time: 30 min**

The school will take the lead in making the rules of personal hygiene with the help of the students and motivate them to follow these rules. The school can make the following rules and motivate the students:

#### **Standard rules of practising personal hygiene in school:**

1. All students should come to school after taking a bath every day.
2. All students should wear clean clothes.
3. All students should maintain a personal napkin.
4. All students should maintain a personal comb.
5. All students should comb their hair every day and as required, when they are at school, during recess.
6. All students should wash their hands before taking the mid-day meal and after using the toilet. **(Refer to the student book - topic 1.3 activity no. 3. Pg-8)**

The school can make a chart of the above-mentioned rules and display it at a visible location in the school.

**(Note: The school can form a class-wise student committee to monitor these standard rules.)**

Conduct an assessment of your class and mention how many days of the month the standard rules of personal hygiene were followed.

Sr. no.	Month	No. of days standard rules were followed	Specific rules not being followed, if any

**Activity for students: Ask the students to develop a poster on standard rules of practising personal hygiene in school.**

**Note: Ask the students to make understand the dental decay process and golden rules for oral hygiene mentioned in the student book.**

## TOPIC 2. SANITATION

### 2.1. Meaning and importance of sanitation

#### Expected outcomes

##### At School level-

The school would be able to -

1. Impart contextual knowledge about, and perspective on sanitation
2. Identify the risk factors affecting school hygiene and sanitation
3. Create awareness and impart knowledge to the students about the diseases related to poor sanitation practices
4. Help the students understand the different methods and strategies for improving sanitation practices in the household, school and the community
5. Impart knowledge and skills to use the correct methods of sanitation services and facilities
6. Develop a positive perspective among students to use the sanitation facilities and initiate the culture of sanitation in their household, school and the community
7. Develop positive behaviour among the students to maintain cleanliness in their surroundings and promote a hygienic environment

##### At Student level-

The student would be able to -

1. Understand the meaning of sanitation and its importance
2. Think positively about maintaining hygiene and sanitation in their surroundings

### 2.1 Activity no. 1 (class): Summarising the learning of sanitation

#### Lesson/Activity plan

Time	Activities	Resources /TLM
7 min	<b>Step 1:</b> Introduce the topic to the students and lead the brainstorming session by asking the following	Writing board



	<p>questions:</p> <p>A. What do you mean by sanitation? (<b>Refer to the student book - topic 2.1 activity no. 1 (class) point no. 1. Pg-14</b>)</p> <p>B. Why should we practise sanitation?</p>	
10 min	<p><b>Step 2:</b> Screen a video and make the students aware of the meaning and importance of sanitation by asking open-ended questions like: (<b>Reference: Video 2.1(1)- <a href="https://youtu.be/BjflCzlbcpA">https://youtu.be/BjflCzlbcpA</a></b>).</p> <p>A. Did you notice any unhygienic conditions in the video?</p> <p>B. What will be the consequences of these unhygienic conditions?</p>	Video
2 min	<p><b>Step 3:</b> Ask the students to make a list of unhygienic conditions shown in the video. (<b>Refer to worksheet 2.1(1) from the student book for listing the unhygienic practices. Pg-17</b>)</p>	Student workbook

## 2.2. Defining school /community sanitation

### Expected outcomes

#### At School level-

The school would be able to -

1. Impart knowledge about school/community sanitation practices
2. Motivate students to follow sanitation practices at home, school and the community

#### At Student level-

The student would be able to -

1. Understand and get familiar with school/community sanitation practices
2. Get interested in exploring and following school/community sanitation practices
3. Scientifically explain school/community sanitation practices to others



## 2.2 Activity no. 1 (class): Listing the practices of community/school sanitation

Lesson/Activity plan		
Time	Activities	Resources /TLM
10 min	<b>Step 1:</b> Introduce the topic to the students and screen a sanitation video. ( <b>Reference: Video 2.1(1)-<a href="https://youtu.be/BjflCzlbcpA">https://youtu.be/BjflCzlbcpA</a></b> )	Writing board, video
10 min	<b>Step 2:</b> Ask the students to answer the following questions based on the video:  Q.1 What are the school/community sanitation practices mentioned in the video? List them down in the table.  <b>(Refer to worksheet 2.2(1) in the student book and ask the students to make a list of sanitation practices based on the poster. Pg-20)</b>  <b>(Note: Divide the students into groups with 4-5 students in each group. Ask the students to fill the table by working in these groups.)</b>	Student worksheet
7 min	<b>Step 3:</b> Study the list of sanitation practices prepared by students and suggest suitable changes by referring to the standard list. ( <b>Refer to the student book - topic 2.2 activity no. 1 (class), point no.1. Pg-14)</b>	Worksheet

## 2.2 Activity no. 2 (school): Organise drawing competition

**Resources/TLM - Drawing paper, pencil, colours**

**Time: 45 min**

**Step 1:** Organise a drawing competition in the school with an aim to address the issues related to community sanitation. The teacher can provide the following topics to the students for drawing:

- A. Sewage water and sanitation
- B. Toilet, open defecation and sanitation
- C. School sanitation

## 2.3 Importance of avoiding spitting in public places

### Expected outcomes

#### At Student level-

The student would be able to -

1. Understand why it is important to avoid spitting in public places
2. Make positive changes in their thinking process and avoid spitting in public places
3. Motivate others rationally to avoid spitting in public places

### 2.3 Activity no. 1 (class): Understanding the importance of avoiding spitting in public places

#### Lesson/Activity plan

Time	Activities	Resources /TLM
10 min	<b>Step 1:</b> Introduce the topic to the students and lead a brainstorming session by asking them the following questions: <ol style="list-style-type: none"><li>1. Is spitting in public places a good habit?</li><li>2. What will happen if we spit in public places?</li></ol>	Writing board
10 min	<b>Step 2:</b> Screen a video/show a poster and make the students aware of why it is important to avoid spitting in public places. <i>(Refer to the poster from the student book - topic 2.3 activity no. 1. Pg-16 Also, refer to video 2.4.2(1)- <a href="https://youtu.be/Pbfi441ToXs">https://youtu.be/Pbfi441ToXs</a>)</i> Convey the following messages to the students: <ol style="list-style-type: none"><li>A. Spitting in public places spreads infections and diseases like TB (Tuberculosis).</li><li>B. Spitting in public places is an indication of poor culture.</li></ol>	Poster
15 min	<b>Step 3:</b> Motivate and facilitate the students to make their community spitting-free and hygienic by referring to the following process:	



**(Note: This is a group activity.)**

- A. **Explore:** Motivate the students to explore the places around their school, neighbourhood and city which are being polluted by spitting. Try to understand where people spit and why they use these places to spit.
- B. **Discover:** Try to carry out a survey or location audit of how many such places exist around your locality. Talk to people in these locations and understand who does it and why. Analyse and understand the major causes of spitting in public places.
- C. **Think:** Think about the ways to eradicate this habit. Learn and understand more about the harmful effects of spitting in public places. Identify the main reasons and design an awareness campaign around this.
- D. **Act:** Carry out awareness campaigns in the school, neighbourhood or a public area. The students can develop posters, skits, talks, or any other creative medium to reach out to people. They can design songs and posters that show the harmful effects of spitting and later place them around the selected localities.

***(Refer to worksheet 2.3(1) in the student book and ask the students to find out the places where spitting is common. Pg-21)***

## TOPIC 3. HOME HYGIENE PRACTICES

### 3.1. Importance of practising home hygiene

#### Expected outcomes

##### At School level-

The school would be able to -

1. Make students aware of the importance of home hygiene
2. Introduce the methods and techniques to maintain home hygiene

##### At Student level-

The student would be able to -

1. Understand the importance of practising home hygiene
2. Know about different home hygiene methods and practices
3. Get interested in exploring the methods of practising home hygiene
4. Explain to others the importance of practising home hygiene and the methods for doing so

### 3.1 Activity no. 1 (class): Understanding the importance of practising home hygiene

#### Lesson/Activity plan

Time	Activities	Resources /TLM
10 min	<b>Step 1:</b> Introduce the topic to the students and conduct a brainstorming session based on the known to unknown approach by asking the following question:  A. What will happen if we do not clean our house (kitchen, bathroom, floors, etc.)?	Writing board
10 min	<b>Step 2:</b> Make the students aware of the below-mentioned topics by explaining to them the benefits of cleaning the house. Use pictures and posters. <i>(Refer to the student book - topic 3.1 activity no. 1, point no. 3 for home hygiene pictures. Pg-22)</i>	Poster/ Picture

	<p>Topics:</p> <p>A. Bathroom cleaning and hygiene</p> <p>B. Kitchen cleaning hygiene: stove, refrigerator, etc.</p> <p>Surface hygiene</p>	
5 min	<p><b>Step 3:</b> Ask the students to list out their learning from the above-mentioned topics. <i>(Refer to worksheet 3.1(1) Pg-13)</i></p>	



## TOPIC 4. MOSQUITO AND RISKS

### 4.1. The emergence of mosquito and mosquito-borne diseases

### 4.2. Eliminating/reducing mosquito breeding sites

#### Expected outcomes

#### At School level-

The school would be able to -

1. Make students aware of the origin of mosquitoes, their lifecycle and the hazards they bring along
2. Introduce the methods of initiating a mosquito-free environment

#### At Student level-

The student would be able to -

1. Understand the origin and lifecycle of a mosquito
2. Know the kind of diseases spread by mosquitoes
3. Understand the precautions required to have a mosquito-free environment in the house
4. Educate others about different mosquito-borne diseases and create awareness of the methods of creating a mosquito-free environment

### 4.1 & 4.2 Activity no. 1: Understanding the lifecycle of a mosquito, diseases and preventive measures

#### Lesson/Activity plan

Time	Activities	Resources /TLM
10 min	<p><b>Step 1:</b> Introduce the topic to the students and lead the brainstorming session by asking the following questions:</p> <ol style="list-style-type: none"> <li>1. Do you know how a mosquitoes breed? <b>(Reference:Video 2.1(1)- <a href="https://youtu.be/QdjYo6zS4hE">https://youtu.be/QdjYo6zS4hE</a>)</b></li> <li>2. Name the diseases that spread through mosquito bites.</li> <li>3. What kind of precautions do you take for having a mosquito-free environment?</li> </ol> <p>Write down the responses of the students on the blackboard.</p>	Writing board

25 min	<b>Step 2:</b> Screen the video and follow it with a discussion around the solutions to the above-mentioned questions, based on the video. <b>(Reference:Video 2.1 (2)-  <a href="https://youtu.be/P72BNle0iHA">https://youtu.be/P72BNle0iHA</a>)</b> <b>(Refer to the student book - topics 4.1 &amp; 4.2 activity no. 1, point no 4 and 5 for mosquito-borne diseases and preventive measures for a mosquito-free environment. Pg-28)</b>	Student book
10 min	<b>Step 3:</b> Provide this group task: Ask the students to make a list of the precautions required to eliminate mosquitoes from home and the community. <b>(Refer worksheet 4.1/4.2 no.1. Pg-30)</b>	Worksheet

### 4.3 Impact of Mosquitoes

#### Expected outcomes

##### At School level-

The school would be able to -

1. Introduce the process to create mosquito-free areas
2. Motivate the students to take initiatives for a mosquito-free environment at home and school

##### At Student level-

The students would be able to -

1. Identify mosquito-dominant areas in their community and the reasons for the same
2. Explain to the community leader and family members the consequences of having the breeding sites of mosquitoes within the community
3. Facilitate the process of creating a mosquito-free environment at home, school and the community



### 4.3 Activity no. 1 (community): Identify mosquito-prevalent areas through a transect walk

**Resources/TLM- Drawing paper, pencil, colours**

**Time: 3 hours**

Ask the students to undertake this activity with an aim to identify the mosquito-prevalent areas and take necessary actions to make mosquito-free areas in the community.

**Step 1:** Organise a transect walk in the community and school with an aim to identify the areas within the community/school where mosquitoes are abundant.

**Step 2:** Prepare the diagram and report on the transect walk. *(Refer to worksheet 4.3 no. 1.)*

**Step 3:** Give a presentation of the findings in front of the school and the village leader.





