



ENHANCING CIVIC
ENGAGEMENT

HYGIENE AND SANITATION

TEACHER'S GUIDEBOOK

Class VI



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

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Class VI

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 -










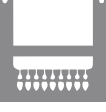


















**State Council of Educational Research and Training (S.C.E.R.T.)
Government of Goa**

Subject Linkages Sheet for Hygiene & Sanitation : Std-VI

No.	ECE Activities	Subject Linkages Topic Name, Number And Page No
TOPIC 1. TOILET AND SANITATION		Science
1	1.1 Activity no. 1 (school/ community): Screening video and brainstorming on the importance of using the toilet	Science-Chapter- 14 Water. Page no - 136 to 146)
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
4	1.3 Activity no. 1 (class): Understanding airborne diseases through a tree diagram and video	
5	1.3 Activity no. 2 (class/community): Make the community aware of airborne diseases	
6	1.4 Activity no. 1 (class): How to disinfect a toilets?	Science - Chapter -14 Water. Page no - 136 to 146)
7	1.4 Activity no. 2 (class): Develop a poster on disinfection steps and display it in the toilet at home	
8	1.5 Activity no. 1: (class/community): Make the community aware through role-play	
9	1.6 Activity no. 1 (class): Understanding types of toilets through posters	
TOPIC 2. WATER AND SANITATION		Science
1	2.1 Activity no. 1 (class): Understanding the relationship between water and sanitation	Science -CH. 14 Water. Page no - 136 to 146)
2	2.2 Activity no. 1 (class): Identification of risk factors affecting sanitation through group work	
3	2.2 Activity no. 2 (class/community): Conduct a transect walk	
4	2.3 Activity no. 1 (class): Understanding the methods of preventing waterborne diseases	
5	2.4 Activity no. 1 (school/community): Resource mapping for identifying safe and unsafe water resources	
6	2.3 Activity no. 2 (school): Testing the quality of drinking water in the school	
7	2.3 Activity no. 3 (school/community): Safeguarding the household and community drinking water	
TOPIC 3. Food Hygiene and Sanitation		Science
1	3.1 Activity no. 1 (class): Summarising the learning of food hygiene	Science-Chapter 2 - Components of food - Page - 8
2	3.1 Activity no. 2 (home): Developing a poster/ picture on food hygiene and displaying in the school/at home in the kitchen	
3	3.2 Activity no. 1 (class): Understanding the risks of eating outside food	

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TOPIC 1. TOILET AND SANITATION

1.1 Importance of using the toilet and its benefits

Expected outcomes

At school level-

The school would be able to -

1. Motivate the students to use the toilet instead of practising open defecation
2. Encourage the students to advocate toilet-use in the community
3. Develop advocacy skills among students to initiate drives for 'open-defecation-free' village

At student level-

The student would be able to -

1. Understand the importance and benefits of using the toilet
2. Know the importance of hand-washing after the use of toilet/latrine
3. Explain to others the importance of washing hands after using the toilet/latrine

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

Lesson/Activity plan

Time	Activities	Resources/ TLM
10 min	Step 1: Introduce the topic to the students and screen videos regarding the importance of using the toilet. <i>(Reference:Video 1.1(1 - https://youtu.be/BjflCzlbcpA)</i>	Writing board and video
10 min	Step 2: Ask the following questions to the students: 1. What have we seen in the video? 2. What will happen if we practise open defecation? 3. What do you think are the benefits of using a toilet?	Writing board

	<p>Write down the responses of the students on the blackboard and conduct a brainstorming session. Convey the messages mentioned in the information book regarding the implications of open defecation. <i>(Refer to the student book - topic 1.1 activity no. 1 for the impact of open defecation. Pg-2)</i></p> <p>Now, ask the students to fill worksheet 1.1(1) in the student activity book. Pg-12</p>	
5 min	<p>Step 3: Urge the students to wash their hands after using the latrine by referring to the scene from the cholera video and initiate a discussion on the same.</p>	

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

Resources/TLM: Pen, paper, the format of listing the students' names

Time: 45 min

Step 1: The school will make a class-wise list of students who have toilets at home and their families using them regularly. ***(Refer to the student book - topic 1.1 activity no. 2 for the format of listing the availability of the toilet and its use. Pg-3)***

Step 2: Motivate the students to urge their parents to construct a toilet and use it regularly. Encourage them to explain to their parents the benefits of toilets and the implications of open defecation, as studied in the school.

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

Expected outcomes

At school level-

The school would be able to -

1. Raise awareness of seasonal influences and public behaviour on sanitation and sanitation-related diseases



At student level-

The student would be able to -

1. Understand the prevalence of different types of sanitation-related diseases as per the season
2. Impart to others the knowledge of diseases related to poor sanitation

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

Lesson/Activity plan

Time	Activities	Resources /TLM
25 min	<p>Step 1: Introduce the topic to the students and revise the previous knowledge by asking the following questions:</p> <p>Q.1. How do sanitation-related diseases spread?</p> <p>Q.2. What kind of diseases can spread due to poor sanitation?</p> <p>Step 2: Screen a video on poor sanitation practices. Show the students the consequences of poor sanitation and how diseases spread. Tell the students that the following consequences/diseases happen due to poor sanitation. (Reference: Video 2.4(1)- https://youtu.be/aB7U5ObDN1o)</p> <p>Diseases and consequences of poor sanitation and hygiene:</p> <ul style="list-style-type: none">A. Waterborne diseases: Contamination of waterB. Airborne diseases: Diseases transmitted by the faecal-oral routeC. Stunted growth in childrenD. Malnutrition, particularly in children <p>(Refer to the student book - topic 1.2 activity no. 1 (class/school) point no. 1 for diseases and consequences. Pg-4)</p>	Writing board, video

10 min	Step 3: Tell the students that they would be learning about different diseases caused due to poor sanitation by using the seasonal mapping tool. Step 4: Introduce the seasonal mapping tool. <i>(Refer to the student book - topic 1.2 activity no. 1 (class/school) point no. 2 for conceptual understanding of seasonal calendar tool. Pg-4)</i> Reference Video-2.4(2)- https://youtu.be/BL5mdwCNGc	Seasonal mapping tool
45 min	Step 5: Analyse the diseases related to poor sanitation through the seasonal mapping tool and also explain to the students why and how these diseases are more prevalent in a particular season.	Seasonal mapping tool
10 min	Step 6: Ask the students to make a list of diseases caused by poor sanitation and hygiene. <i>(Refer to worksheet 1.2(1) in the student book. Pg-12)</i>	Worksheet

(Note 1: Invite a health worker to facilitate this activity. Ask him/her to make students aware of sanitation-related diseases, their impact, and sources.

Note 2: This activity can be undertaken at the class-level or school-level.)

1.3 Airborne diseases

Expected outcomes

At student level-

The student would be able to -

1. Understand the reasons and consequences of airborne diseases.
2. Make others aware of the reasons and consequences of airborne diseases.



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

Lesson/Activity plan		
Time	Activities	Resources /TLM
10 min	Step 1: Introduce the topic to the students and revise their previous knowledge by using the known to unknown approach and asking the following questions: Q.1 What problems are we likely to face if we walk through infected areas of open defecation, hospitals, etc.? Q.2 Are sneezing, coughing and spitting in public harmful to health? If yes, how?	Writing board
20 min	Step 2: Screen the video and make students aware of the causes and implications of airborne diseases by conducting a brainstorming session. Convey the following messages to the students: (Reference: Video 2.4(1)- https://youtu.be/aB7U5ObDN1o) (Refer to the student book - topic 1.3 activity no. 1 for more detail about the following points. Pg-6) <ol style="list-style-type: none"> 1. How diseases spread through airborne transmission 2. Types of airborne diseases 3. Symptoms of airborne diseases 4. Prevention of airborne diseases 	Video
30 min	Step 3: Ask the students to prepare a tree diagram on the causes and implications of airborne diseases. (Note: Give this task to groups and ask the students to present their tree diagram to others.) (Refer to worksheet 1.3 (1) in the student book for the tree diagram. Pg-13)	Tree diagram

(Note: The teacher can conduct a similar activity for waterborne diseases.)

1.3 Activity no. 2 (class/community): Make the community aware of airborne diseases

Resources/TLM- Drawing paper, pencil, colours

Time: 60 min

The teacher needs to motivate the students to make the community aware of airborne diseases through the following steps:

Step 1: Form groups of students (4-5 students in each group).

Step 2: Ask them to prepare charts and posters on the following subjects:

- A. Causes of airborne diseases
- B. Consequences of airborne diseases
- C. Preventive measures for airborne diseases

Step 3: Guide the students to develop meaningful charts/posters on the above-mentioned subjects. Display these charts/posters in prominent, frequented places within the community and use them during rallies and campaigns.

1.4 Methods of disinfecting toilets and bathrooms

Expected outcomes

At school level-

The school would be able to -

1. Introduce the disinfecting methods of toilets and bathrooms
2. Motivate the students to disinfect the toilet and bathroom in their homes

At student level-

The student would be able to -

1. Understand the importance of disinfecting toilets
2. Learn the skills of using different methods of disinfecting toilets
3. Explain to others the methods/steps of disinfecting toilets

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

Lesson/Activity plan		
Time	Activities	Resources /TLM
15 min	Step 1: Introduce the topic to the students and screen the video showcasing the disinfecting methods of toilets. (Reference: Video 1.2(1)-https://www.wikihow.com/Clean-a-Toilet/4.2(2)-Optional Video-https://youtu.be/zVq6gQlgPzE (Refer to the student book - topic 1.4 activity no. 1 (class) for the steps for disinfecting toilets Pg-9.)	Video
10 min	Step 2: Ask the following questions to the students: <ol style="list-style-type: none"> 1. What have we seen in the video? What will happen if we do not disinfect our toilet? 2. What resources do we require to disinfect the toilet? Convey that the following resources are essential for disinfecting the toilet: <div style="display: flex; justify-content: space-around; margin-top: 10px;"> A. Disinfecting liquid B. Brush </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> C. Hand gloves D. Water </div>	Writing board
2 min	Step 3: Urge the students to use these resources to disinfect their home toilet by following the proper steps and methods as showcased in the video.	

1.4 Activity no. 2 (class): Develop a poster on disinfection steps and display it in the toilet at home

Resources/TLM - Drawing paper, pencil, colours

Time: 60 min

Step 1: Motivate and guide the students to develop posters on the steps of disinfecting a toilet.

Step 2: Ask the students to display this poster/picture in their toilet at home and tell them to convey the steps to their family members.



1.5 Making use of the toilet/latrine

Expected outcomes

At school level-

The school would be able to -

1. Develop skills among the students to encourage their community to use the toilet
2. Develop advocacy skills among students to initiate drives for 'open-defecation-free' village.

At student level-

The student would be able to -

1. Enhance creative advocacy skills for encouraging their community to use toilets
2. Become an ideal for others

1.5 Activity no. 1: (class/community): Make the community aware through role-play

Resources/TLM - Pen, paper, chart paper, poster

Time: 3 hours

Step 1: Identify volunteers to perform a role-play on the importance of using the toilet.

Step 2: Guide and help the students prepare a role-play on the importance of using the toilet as per the context of their community.

Step 3: Organise the role-play in the community by informing the village leader.

(Note: Consider performing the role-play during community festivals like Ganapati, Navratri, etc., or as per the convenience of the community.)

1.6 Types of toilets

Expected outcomes

At school level-

The school would be able to -

1. Make students aware of the different types of toilets
2. Motivate the students to urge their parents to use the toilet

At student level-

The student would be able to -

1. Know about the different types of toilets which can be constructed as per the context and financial capacity of the family
2. Explain to others the advantages and disadvantages of different types of toilets

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

Lesson/Activity plan		
Time	Activities	Resources/ TLM
10 min	Step 1: Introduce the topic to the students and revise their previous knowledge by asking the following questions: <ol style="list-style-type: none">1. How are toilets constructed?2. What kind of toilets have you seen till now?	Writing board
10 min	Step 2: Show the poster and make students aware of the types of toilets as per pits and design. <i>(Refer to the student book - topic 1.6 activity no. 1 (class) for the poster on types of toilets. Pg-11)</i>	Poster
2 min	Step 3: Motivate the students to encourage their parents to construct a toilet at home, as per the context and feasibility.	

TOPIC 2. WATER AND SANITATION

2.1 Water and sanitation

Expected outcomes

At school level:

The school would be able to -

1. Create awareness and help the students know the types of water, methods of identifying safe and unsafe water, and preventing waterborne diseases

At student level:

The student would be able to -

1. Understand the basic concepts related to water and sanitation

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

Lesson/Activity plan

Time	Activities	Resources/ TLM
10 min	Step 1: Revise their previous learning about water and sanitation by asking the following questions: <ol style="list-style-type: none"> 1. What is the relationship between water and sanitation? 2. How can we differentiate between safe and unsafe water? Write down the responses of the students on the blackboard.	Writing board
15 min	Step 2: Screen the video and lead the discussion on the above-mentioned questions. Summarise the previous learnings from key stage 1. (Reference:Video 2.1(1)- https://youtu.be/BjflCzlbcpA) Convey the following messages: <ol style="list-style-type: none"> A. If we handle water unhygienically, then 	Video

	<p>such contaminated water can harm our health through waterborne diseases. (Provide reference to the cholera video.) (Refer student book 2.1activtey no. 1 to understand the sources of water contamination Pg-14)</p> <p>B. We can identify safe and unsafe water through taste, colour and smell.</p> <p>C. Rain is a primary source of water. As per the sources, we can categorise water into various types - underground, river, lake, ocean water, etc.</p> <p>Step 3: List out the types of water available in your community and categorise them into primary/secondary water sources. (Refer to worksheet 2.1(1) in the student book. Pg-20)</p>	
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2.2 Identification of risk factors affecting household, school and community hygiene/sanitation

Expected outcomes

At school level-

The school would be able to -

1. Make students aware of the risk factors of poor sanitation conditions and practices
2. Impart the knowledge, skill and perspective to maintain sanitation in the house, school and the community

At student level-

The student would be able to -

1. Identify the risk factors associated with poor sanitation



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

Lesson/Activity plan		
Time	Activities	Resources /TLM
3 min	Step 1: Introduce the topic to the students and form small groups of the students.	Writing board
15 min	Step 2: Refer to the previously screened video on community and school sanitation and then ask the students to discuss in their groups the risk factors affecting household, school and community sanitation. (Reference: Video 2.1(1)- https://youtu.be/BjflCzlbcpA) The teacher can divide the topics among the groups and facilitate the discussion. Ask the students to analyse, make a list of risk factors and add them to the table. (Refer to worksheet 2.2(1) in the student book to list all the risk factors. Pg-20)	Video/ Student worksheet
10 min	Step 3: Ask the group representatives to read out their respective lists.	Worksheet

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

Resources/TLM - Pen, notebook

Time: 60 min

(Refer to the student book - topic 2.2 activity no. 2 (class/community) for more information about transect walk. Pg-15)

(Note: Transect walk will be organised under the supervision of a teacher only.)

Step 1: Facilitate the process for the transect walk with an aim to identify different sanitation issues existing in the village and the school.

Step 2: Provide the following instructions to the students as preparatory work:



(Note: The teachers are expected to take the students out for a transect walk as and when the topics related to various sanitation facilities (as mentioned in Step 3, A-E) are covered in the classroom.)

2.3 Methods of preventing waterborne diseases

Expected outcomes

At school level-

The school would be able to -

1. Introduce the methods of preventing waterborne diseases
2. Reduce the incidence of waterborne diseases through the active participation of students

At student level-

The student would be able to -

1. Understand the different methods of preventing waterborne diseases
2. Know the methods for decontaminating drinking water
3. Explore the methods which can be applied for preventing waterborne diseases
4. Explain to others the methods of preventing waterborne diseases

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

Lesson/Activity plan

Time	Activities	Resources /TLM
10 min	<p>Step 1: Introduce the topic to the students and lead the brainstorming session by asking the following questions:</p> <ol style="list-style-type: none"> A. From where do you get the drinking water? B. Do you purify the water before consuming it? C. How can we make water safe for drinking at home? <p>Write down the different responses of the students.</p>	Writing board

1. Identify different drinking water resources available in the community
2. Analyse whether drinking water resources of the community are safe or not
3. Understand the sources of water contamination
4. Take up the problem of water contamination through advocacy initiatives with the local government

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

(Note: This activity will be very effective if it is done after a transect walk.)

(Refer to the section on 'transect walk' in the student book - topic 2.3 activity no. 2. Pg-15)

Lesson/Activity plan

Time	Activities	Resources /TLM
7 min	Step 1: Introduce the topic and the resource mapping tool to the students by showing them one sample of resource mapping as given in the information book. <i>(Refer to the student book- topic 2.4 activity no. 1. Pg-18 - & Video 2.3(1)- https://youtu.be/zOM5rLV_E8Q)</i>	Writing board
5 min	Step 2: Ask the students to arrange the following material required for resource mapping: A. Different coloured chalk pieces/ <i>rangoli</i> B. Pencil and drawing paper	Student worksheet
60 min	Step 3: Facilitate the resource mapping process and ask the students to draw a map for drinking water resources available in the community. Steps for resource mapping: 1. Ask the students to stand in a circle. 2. Call out two to three students as volunteers. 3. Ask them to draw a map on the surface/ground by using a chalk	Coloured chalk pieces/ <i>Rangoli</i> , pencil, drawing paper

	<p>piece/<i>rangoli</i>, taking inputs from other students who are standing in the circle.</p> <p>4. First, the students will draw a circle on the surface. Then, they will start resource mapping by choosing any central place. For example, first a student will show the Gram panchayat, and then they will draw the main roads with Gram panchayat as the point of reference. Then, they will proceed to show the water resources as per the relative location.</p>	
20 min	<p>Step 4: Ask the students to copy the map onto the drawing paper.</p> <p>Step 5: Ask the students to categorise these mapped resources as per 'safe' and 'unsafe' based on the taste, colour and smell. Highlight the sources of water contamination and indicate this on the map by using symbols and colours.</p>	Chart paper, colours, pens, pencil
30 min	<p>Step 6: Prepare the report based on the resource map which will indicate the following elements:</p> <ul style="list-style-type: none"> A. Types of drinking water resources B. Safe and unsafe water resources C. Sources of water contamination 	Paper and pen

Ask the students to use a separate paper to develop the resource map and use worksheet 2.4 (2) for the reporting format Pg-25.)

2.4 Activity no. 2 (school): Testing the quality of drinking water in the school

Resources/TLM - Pen, paper

Time: 1 hour

The school will take the lead and check the drinking water quality, referring to the following steps to check the water quality:

Step 1: Draft a letter to the government department concerned and invite them to check the water quality of the school.

Step 2: Take action on the provided suggestions from the water expert and make the water safe for drinking.

Step 3: Check the water quality every year.



2.4 Activity no. 3 (school/community): Safeguarding the household and community drinking water

Resources/TLM - Drawing pen, paper

Time: 30 min

Step 1: Motivate the students to advocate water decontamination methods to their parents to make the water at home safe for drinking.

(Refer to classroom activity 2.3(1) Pg-16)

Step 2: The teacher also needs to motivate and help the students to draft the letter to the Gram panchayat with an aim to check the water quality of the community water resources and apply the required decontamination methods.

Step 3: The school/students can conduct a follow-up of this activity by coordinating with the school management committee.

TOPIC 3. FOOD HYGIENE AND SANITATION

3.1 Importance of food hygiene and sanitation

Expected outcomes

At school level-

The school would be able to -

1. Introduce food hygiene practices and their benefits
2. Motivate students to adopt safe food hygiene practices

At student level-

The student would be able to -

1. Understand the different food hygiene practices

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

Lesson/Activity plan

Time	Activities	Resources /TLM
10 min	<p>Step 1: Introduce the topic to the students and lead the brainstorming session by asking the following questions:</p> <ol style="list-style-type: none"> 1. Why should we maintain food hygiene? 2. When can we say that the food is hygienic? <p>Ask the students to make a list of food hygiene practices. (Ask the students to complete this task through group work)</p>	Writing board
60 min	<p>Step 2: Screen the video and make students aware of the importance of maintaining food hygiene and the different practices of food hygiene. (Reference: Video 3.1 (1)- https://youtu.be/JxCOxrpKYuw)</p> <p>Convey these messages regarding the following topics with the aim to undertake food hygiene practices:</p>	Video

	A. How do food-borne illnesses happen? B. Implications of unhygienic food C. Methods of preserving/storing cooked food safely D. Importance of eating hot food E. Practices of preparing food hygienically <i>(Refer to the student book - topic 3.1 activity (class) point no. 5. Pg-27)</i>	
20 min	Step 3: Ask the students to make a list of food hygiene practices based on the video. <i>(Refer to worksheet 3.1(1) in the student book. Pg-30)</i>	Worksheet

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

Motivate the students to develop posters/pictures on food hygiene based on the learning gained from the class activity. Guide the students to develop the poster/picture by referring to the following topics. They should display it in their kitchen (or in the school).

1. Personal hygiene practices during the preparation of food
2. Kitchen hygiene practices
Handling and storing food hygienically

3.2 Street food and dangers

Expected outcomes

At school level-

The school would be able to -

1. Motivate the students to eat homemade food
2. Impart knowledge about identifying unsafe food
3. Monitor food hygiene practices of students

At student level-

The student would be able to -

1. Understand the risk associated with outside food
2. Understand how to identify safe food while eating outside
3. Get interested in exploring the risks associated with eating outside food
4. Explain to others how to identify safe food



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

Time	Activities	Resources/ TLM
10 min	<p>Step 1: Introduce the topic to the students and revise previous knowledge by asking the following questions:</p> <ol style="list-style-type: none"> 1. What will happen if we eat unhygienic food outside? 2. How can we identify hygienic food? <p>Write down the responses of the students on the Writing board.</p> <p><i>(Refer the student book - topic 3.2 activity no. 1 for side effects of eating unhygienic outside food. Pg-27)</i></p>	Writing board
10 min	<p>Step 2: Screen a video and conduct a brainstorming session on the side effects of eating unhygienic outside food. <i>(Reference: Video 3.1(1-https://youtu.be/JxCOxrpkYuw)</i></p>	Video
2 min	<p>Step 3: Ask the students to list the side effects of eating unhygienic outside food. <i>(Refer to worksheet 3.2(1) in the student book. Pg-31)</i></p>	Worksheet



