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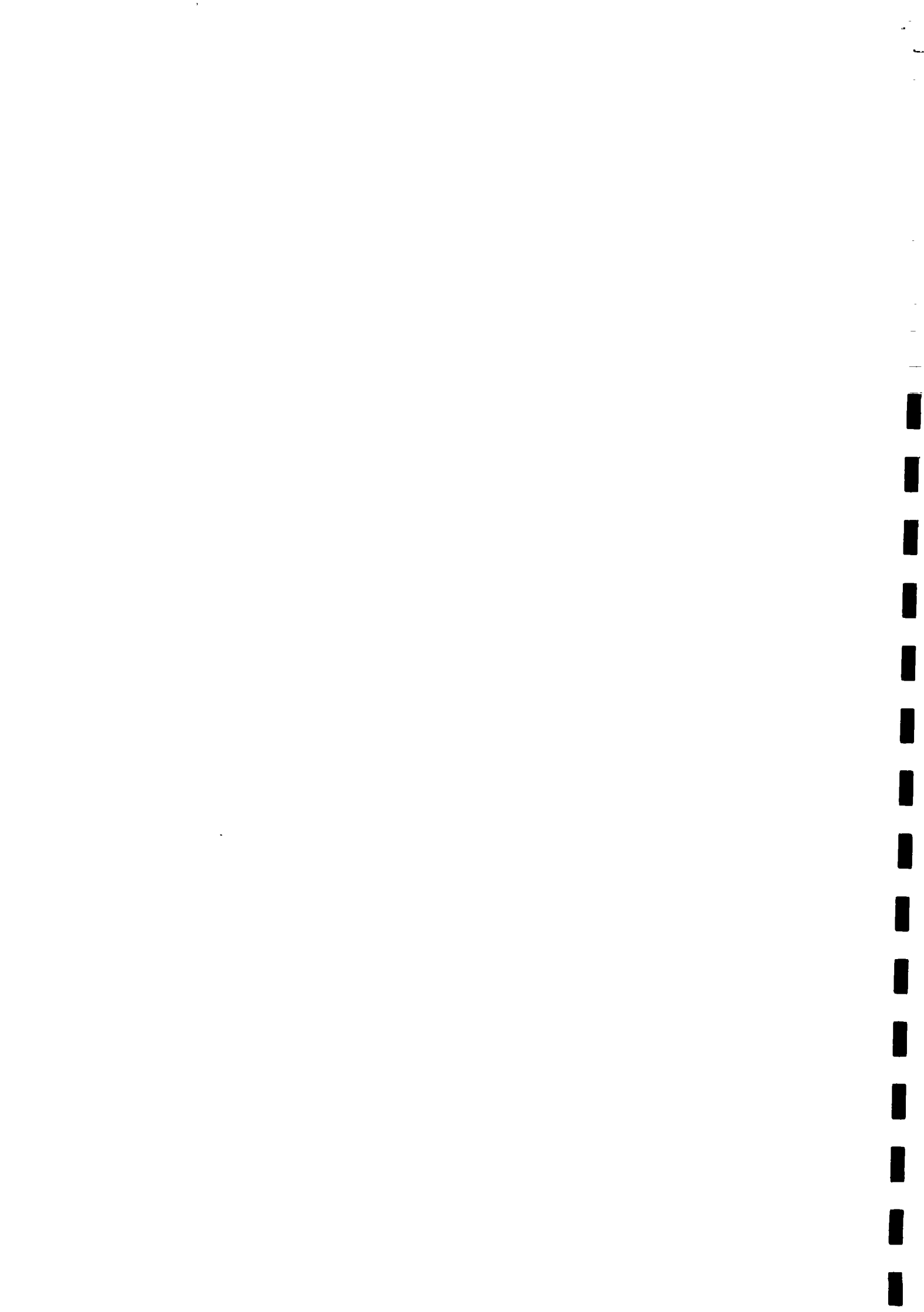
MY NEAT AND CLEAN COMMUNITY

A text book on responsible waste handling

First Level

(Group A)





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First Level

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Preface:

According to the Primary Education Curriculum 2049, about 9% of the total time is allocated to optional subjects (from Grade I onwards). On this regard, there is provision that the school can teach any optional subject according to the local needs and facilities. Though the schools can develop such optional subjects according to their local needs and they can make available resources etc. in their own way, the Primary Curriculum and Textbook Unit, Primary and Basic Education Project has prepared a curriculum and teaching material on some of the subjects which can be taught as an optional subject in primary schools.

The book at hand is a sample of one of the optional subjects. As the primary schools can teach the optional subject according to their needs (it is not ascertained by the children's choice). The schools can teach this book 'My neat and clean community' as an optional subject.

Considering the curriculum of optional subject, we have the target to develop it. Reading materials on two levels i.e. first and second.

In the books for the first level, there will be A, B and C, three groups, and in the second level there will be two groups i.e. A. and B. Generally, first level will be taught in Grade I to III and second level will be for the Grade IV to V.

The optional subject can be started from any grade of primary level. But it must be started from Group A of the level first. At present, the book at hand, is published for Group A, level First. Remaining part will be published in the future.

The following people were involved in the development of this materials:

Author : Mrs. Verena Hatzfeldt, Dr. Yogendra Pradhananga,
Mr. Raja Ram Khanal

Editor : Mr. Bholu K.C.

Layout: Mr. Nabindra Man Rajbhandari

Illustration: Mr. Gautam Manandhar

Finally we would like to request you for providing your valuable suggestions to this unit in order to make the book more effective.



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1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial statements and for providing a clear audit trail. The text also mentions the need for regular reconciliations and the use of appropriate accounting methods.

2. The second part of the document focuses on the classification of assets and liabilities. It details the criteria for recognizing an asset or liability and provides examples of how different items should be classified. This section is particularly important for ensuring that the balance sheet accurately reflects the company's financial position.

3. The third part of the document addresses the calculation of net income. It explains the various components of income, including revenue, expenses, and gains, and provides a step-by-step guide to calculating net income. This section is essential for understanding how the company's operations affect its profitability.

4. The fourth part of the document discusses the preparation of financial statements. It outlines the requirements for each statement, including the balance sheet, income statement, and cash flow statement, and provides a checklist of items to verify before finalizing the reports. This section is critical for ensuring that the financial statements are accurate and compliant with accounting standards.

5. The final part of the document provides a summary of the key points discussed and offers some concluding thoughts on the importance of financial reporting. It encourages the reader to stay up-to-date on changes in accounting standards and to seek professional advice when needed.

On the book

The book presented is designed with the objectives of assisting the primary grade children to develop positive attitudes for creating a neat and clean environment by responsible handling of wastes, which indeed would help to live a healthy life.

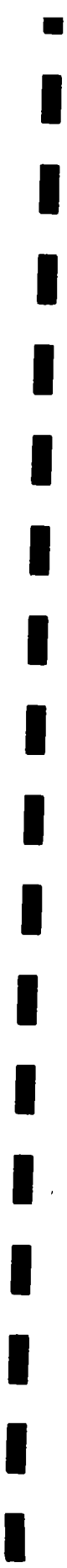
As we know, responsible waste handling, as being a practical and most important subject, we must emphasized on the knowledge aspect as well as on the aspects of skill and attitudes. The objectives would be regarded to be fulfilled only when the expected behavioral changes are occurred in the children. This book has tried to motivate the children on the importance of responsible waste handling and to develop adequate habits on this regards.

This book on optional subject 'My neat and clean community' is prepared on the basis of learning outcomes of the optional subject of first level, Group A. The contents of the book are only a guidance or an assistance. It's effectiveness relies on developing the skills by conducting the activities (individually or collectively) like: observing the pictures, describing, discussing, comparing, investigating and practicing technologies on responsible waste handling, etc.

There are instructions to the teachers with each of the lessons of the book. These instructions are only suggestions. Teachers are requested to teach these lessons according to the specific situation of their school environment.

We expect that the children will work also individually on the lessons given in the book. The teachers carry an important role in the development of adequate knowledge, skill and attitudes in the children respecting the situation of the place, the local traditions, etc.

We expect valuable suggestions from the concerned persons to make the book more practical and effective for school children.



Instruction to the teacher

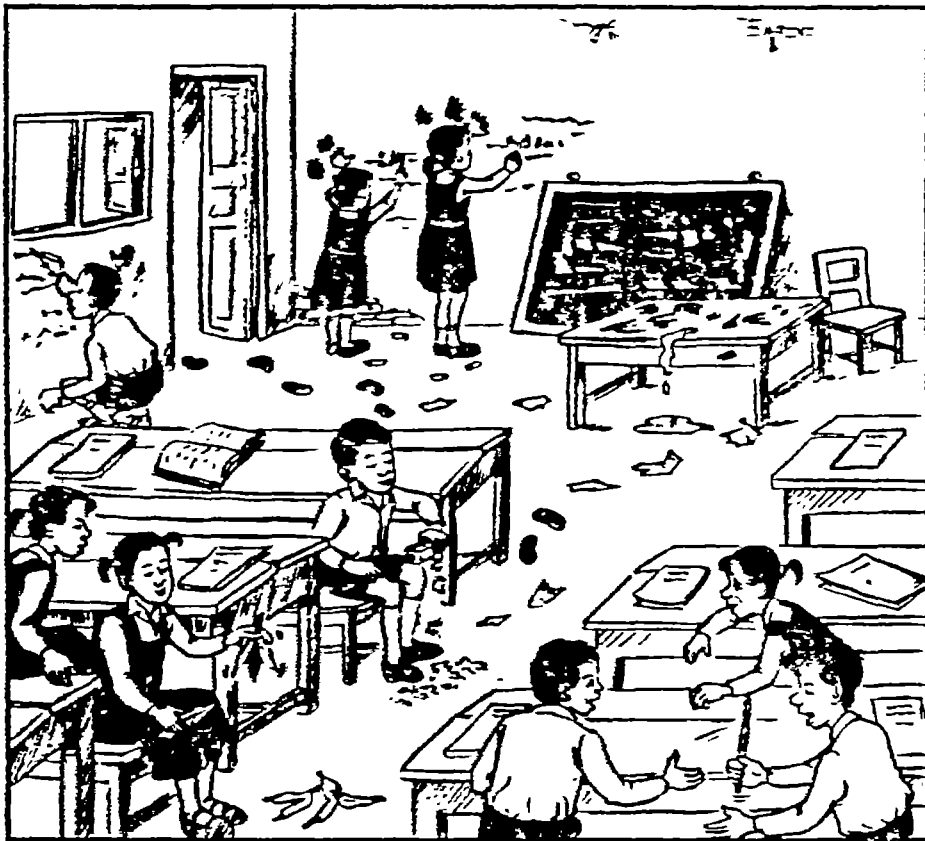
Before assigning any tasks to the children, be sure that they have understood the pictures of the concerning lessons. You can find out their level of understanding by asking different related questions. In case, you found that they have not understood well enough, please explain and make them understand. After this, you should assign tasks according to the instructions. Assign them individually as well as in groups. Ask related questions after each exercise. After getting the responses from the children ask other children to express their opinion on the answers. You should not limit yourself within the questions given in the instructions. You can ask other related questions too.

November 15, 1993



Lesson 1: Classroom Environment

Look, identify and tell



Instruction to the teacher

Make the children look at the picture and let them consult with their friends about the following questions, before they share their ideas with the whole class.

Questions:

- Describe the classroom, whether it is clean or dirty!
- What makes the classroom dirty?
- How are the children making the classroom dirty?
- Look around your own classroom, whether it is clean or dirty!
- How does your classroom get dirty?



Exercise 1: What happens if we dump the waste indiscriminately, explain it by looking the following pictures!



Instruction to the teacher

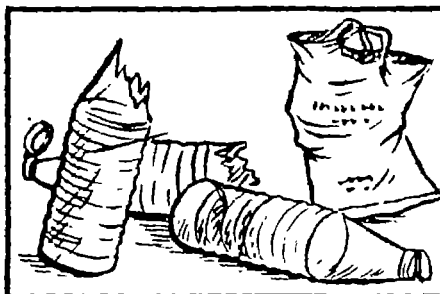
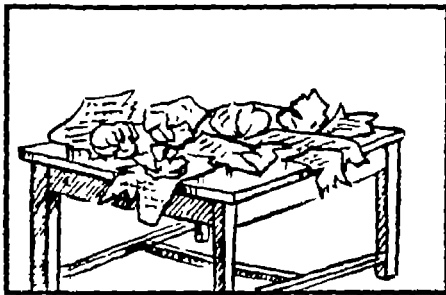
Discuss in the following questions with the children. Ask them to discuss it with their family members too

Questions:

- In what ways does dumped waste bother you or other people?
- What are the harms due to dumped waste?



Exercise 2: Identify the materials thrown as waste!



Instruction to the teacher

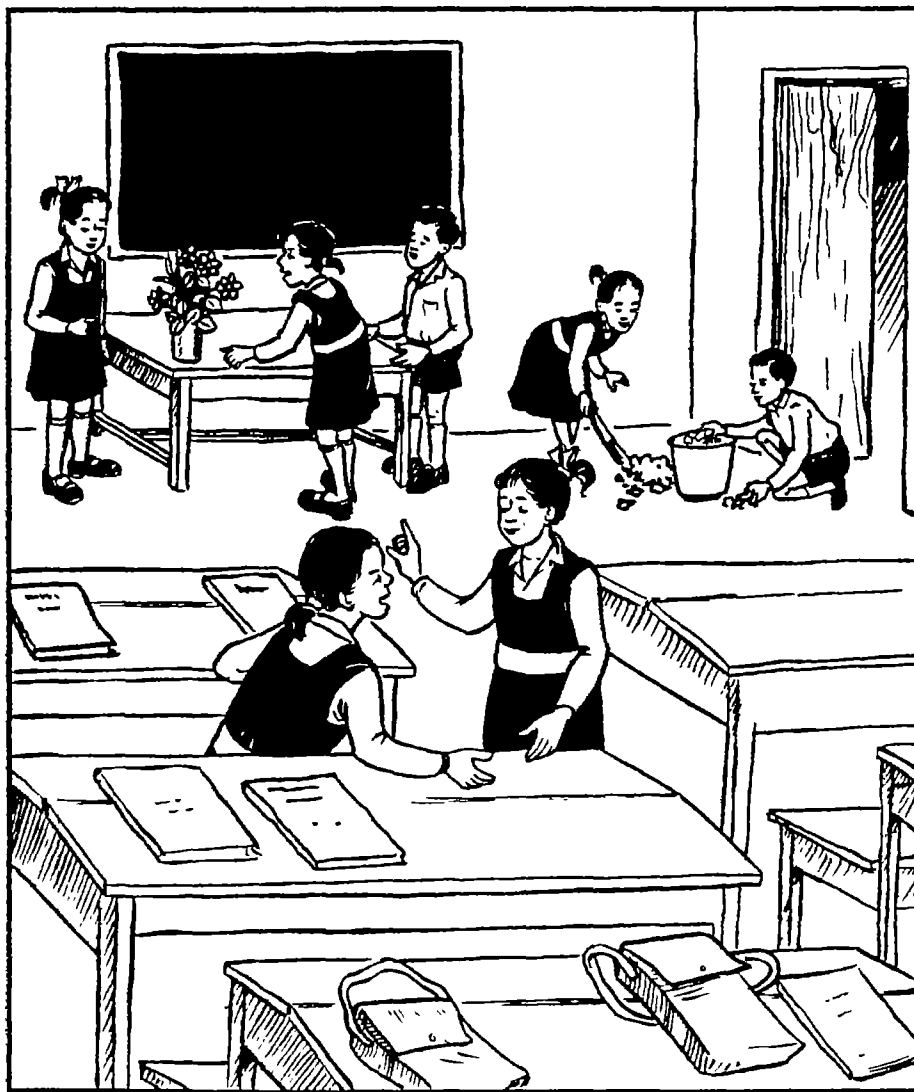
The children should share their findings with their classmate before discussing them in the classroom

Questions:

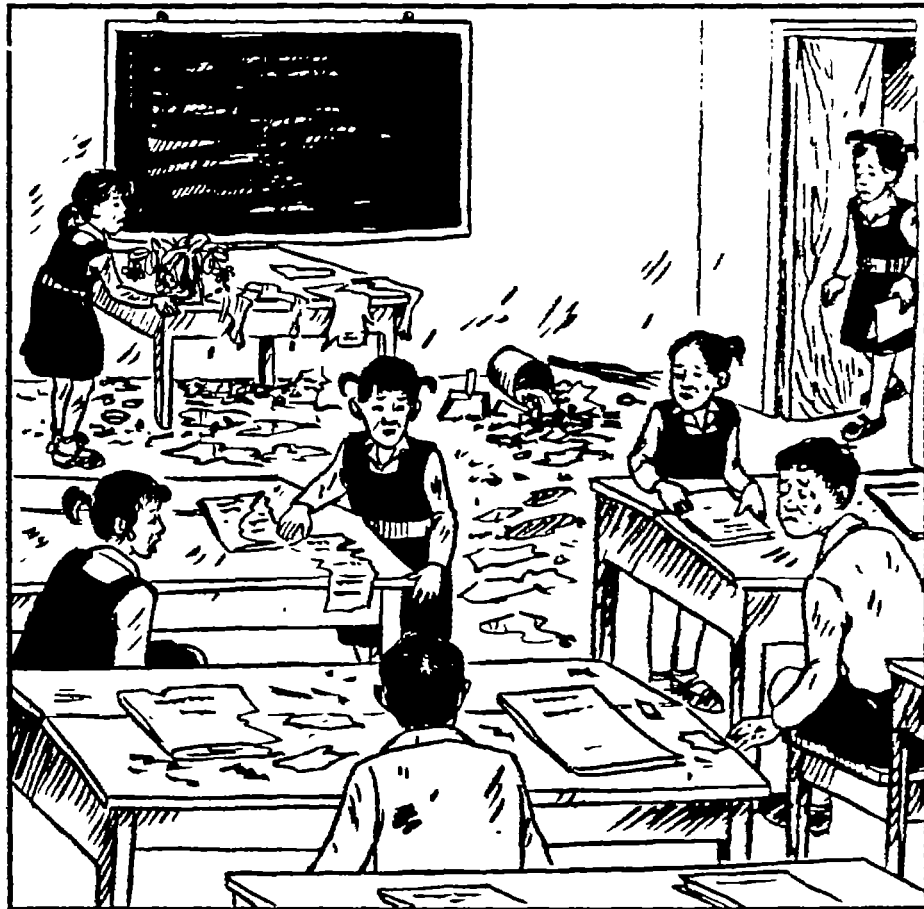
- Name the different objects presented on the pictures teachers or children throw away as waste?
- Name different objects children and teachers throw away as waste in your classroom!
- What could we do with those leftovers instead of dumping them on the floor?



Exercise 3: Describe and compare the two classrooms!







Instruction to the teacher

The children should share their findings with their classmates before discussing them in the classroom.

Questions:

- Can you name everything that is different in the two classrooms?
- What is a classroom for? or name the purposes of a classroom has?
- What are the advantages of having a clean classroom?
- Which classroom would you prefer for studying? Why?
- Do you like to be in your classroom? Why?



Exercise 4: Describe the pictures, what are the children doing in the classroom



Instruction to the teacher

Let the children discuss with their friends the pictures, then share the ideas with the whole class

Questions:

- What are the children doing in the pictures?
- Have you seen any fly in the classroom? Do you know the reason why there is no fly?
- How would the children feel studying in such a classroom, pleasant or unpleasant?
- What are the rules you have to follow to keep your own classroom clean?
- Can you also help to keep your own classroom clean?
- How do you feel to study in your classroom, pleasant or unpleasant?

Exercise 5: Let us keep our classroom clean

Instruction to the teacher

Teacher should convince the children that they should be active in keeping their classroom clean. Ask them to clean their classroom. Children should be provided with the needed materials like brooms, waste container or basket and pieces of cloth for cleaning. After cleaning the classroom teacher should ask them to wash their hands. After this, teacher should ask the following questions:

- What should we do in order to keep our classroom always clean?
- What additional thing or changes can make our classroom more pleasant or beautiful?



Lesson 2: Personal hygiene for the prevention of the risks from waste

Look, identify and tell



Instruction to the teacher

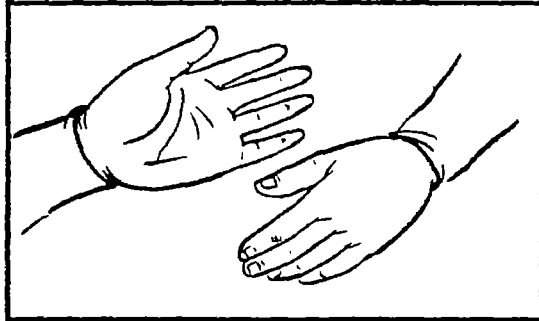
Teacher asks the children to discuss the following tasks in small groups and then share their ideas with the whole class

Questions:

- Discuss with your neighbor, what you see on the picture!
- Describe the two girls, the one surrounded by some children and the other one standing alone! Which one of them looks clean and which one is dirty.
- What could be the reason that the one girl looks so healthy and happy?
- What could be the reason that the other girl looks so healthy and happy?
- What could be the reason that the children surround the girl?
- What could be the reason that the other girl looks sorrowful and unhealthy?



Exercise 1: Compare and describe the differences of the hands given in the two pictures!



Instruction to the teacher

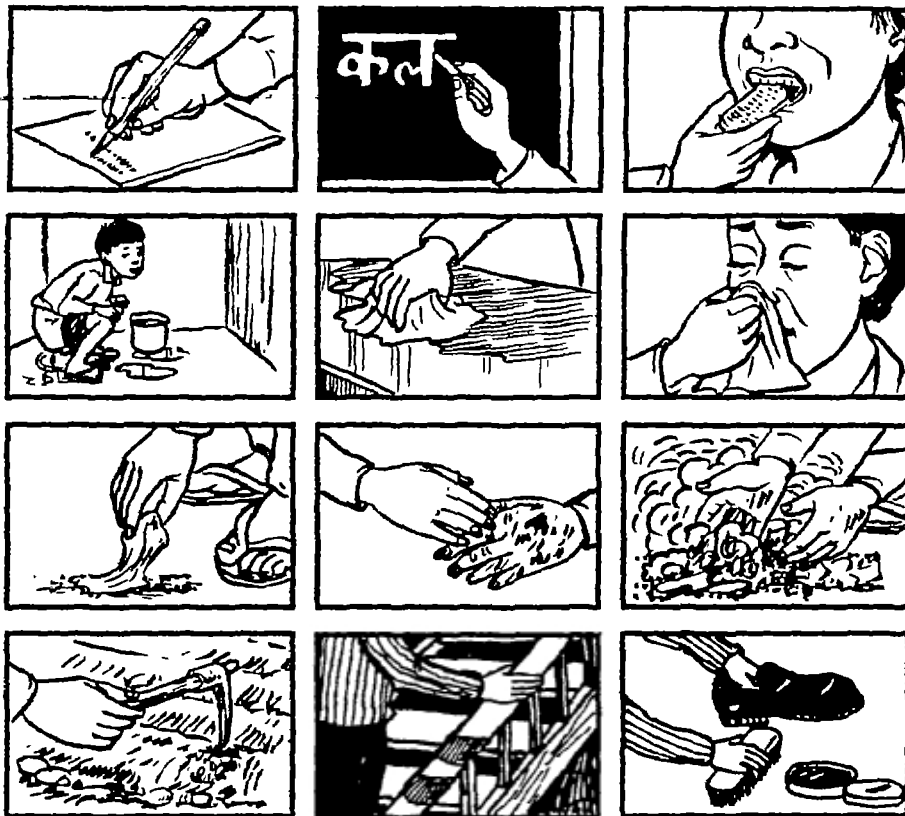
The children are asked to discuss about the questions in small groups (4/5 children in one group) and then sharing the answers with the whole class.

Questions:

- Which of the hands presented in the pictures are clean or dirty.
- How can you keep hands cleaner, with long or with short nails?
- Or: What is easier to keep clean, long nails or short nails?
- What happens if someone has long nails?
- Look at your own hands and nails and the one of your neighbor! See whose hands resemble those in the pictures!
- How do clean and dirty hands feel like?
- How do your classmates feel if you have clean or dirty hands?



Exercise 2: How do our hands become dirty, describe it looking at the pictures?

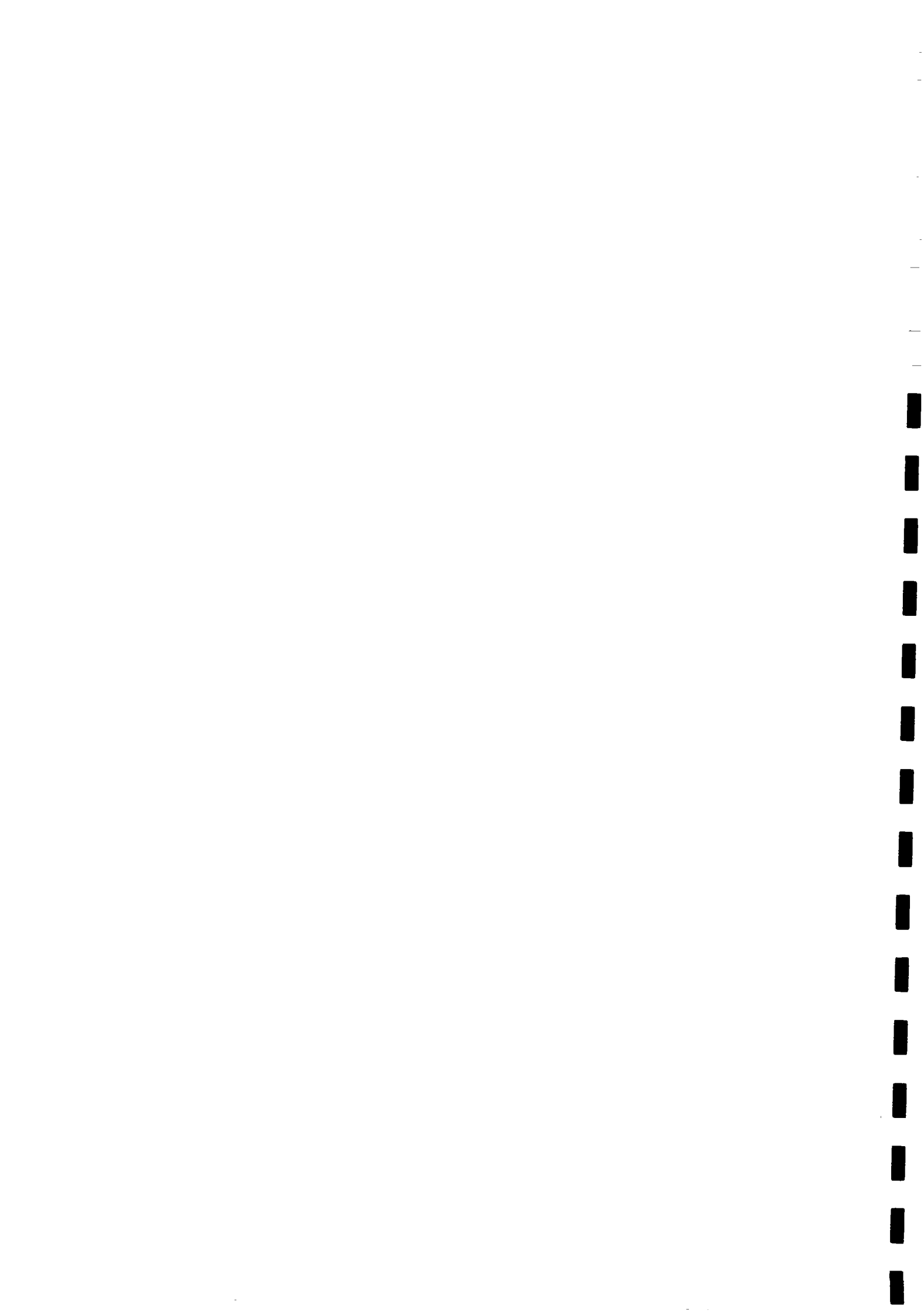


Instruction to the teacher

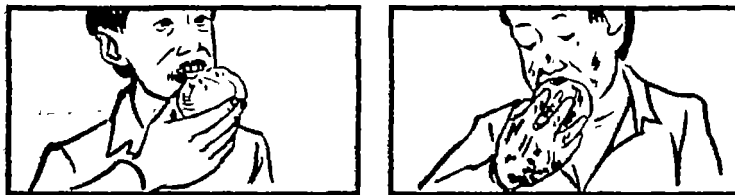
Children are asked to describe the picture(s). The following questions should be discussed in the class but also asked and discussed with family members. It should be emphasized that waste may cause hands to become dirty.

Questions:

- How do our hands get dirty?
- How can you become sick when your hands are dirty?
- Why should you wash your hands?
- How can you become sick if the hands of your friends are dirty?



Exercise 3: You have to eat by which types of hands, describe it looking at the pictures!



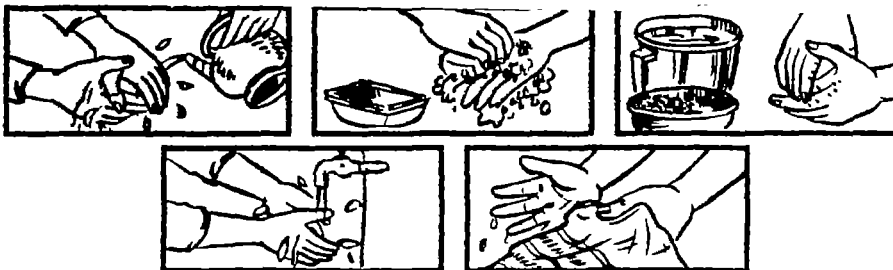
Instruction to the teacher

Children are asked to describe the picture(s). The following questions should be discussed in the class but also asked to discuss with family members. If necessary, the teacher should give additional explanations to the last question: Sometimes hands seem to be clean but still they carry particles which can make you sick if they get on your food.

Questions:

- Why should you not touch the food with dirty hands?
- If our hands look clean, why should they still be washed even before touching food?

Exercise 4: Look at the pictures and tell how to wash your hands properly



Instruction to the teacher

Teacher will ask the children to look at the pictures and then only to share with whole class. Share ideas with friends first.

Questions:

- What do you see in the pictures? Explain how to clean your hands properly?
- How do you clean your hands at home?
- How do you clean your hands in the school?
- When do you wash your hands and how often a day?
- Name rules how to wash dirty hands



Practical Exercise 5: Find the differences of clean and dirty hands!

Exercise 5: Teacher asks some children to clean their hands with soap or any of the above mentioned possibilities. Other children he asks to make their hands dirty with the dust of the floor.

Questions:

- Look, touch and smell the clean hands and the dirty hands and discuss about your findings with your neighbor!
- Compare how the two hands look, feel and smell!
- Name different reasons why hands should be washed regularly and why nails should be cut regularly!
- Ask your family members for different reasons why hands should be clean and nails should be short?
- Ask your friend why the clothes we wear should be clean?

Practical Exercise 6: Let us wash our hands properly!

Exercise 6: Teacher asks the children to wash their hands with soap or ashes etc. She/he shows the children how to cut the nails. Several children are asked to cut their nails. Teacher provides scissors and soap and towel.





Exercise 1: What consists of the following four different heaps, describe looking at the pictures!



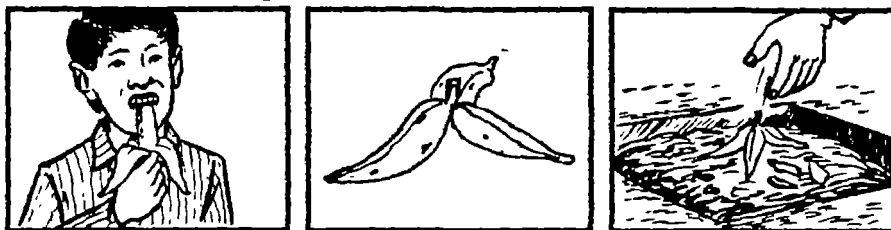
Instruction to the teacher

Teacher asks the children to look the pictures carefully and discuss on following questions among themselves

Questions:

- Describe the four different heaps!
- Does any of these heaps still have some value?
- What could you do with the different heaps of leftovers?
- How could you assist organizing proper waste handling in the classroom?
- Where should we dispose our waste?

Exercise 2: How can you prepare compost, describe it looking at the pictures?



Instruction to the teacher

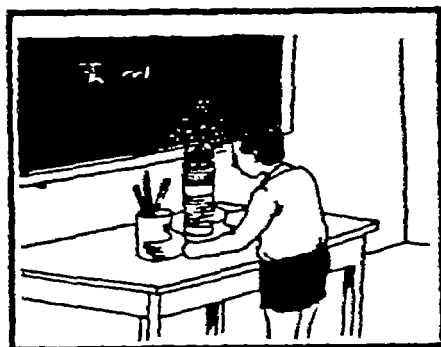
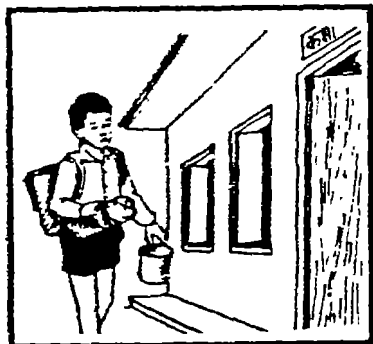
The teacher lets the children describe the pictures starting with (a) She/he will make the children understand clearly about organic and inorganic waste. The he/she will explain them that compost can be prepared from organic waste, which is an essential food for the plants

Questions:

- What the boy is eating?
- Where does the boy throw the banana peel?
- Whether the banana peel rottens or not?
- What happens to the banana peel in the compost pile?



Exercise 3: Which of the leftovers can be reused again.
Tell it looking at the pictures?



Instruction to the teacher

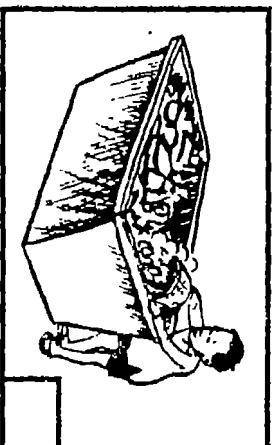
Teacher asks the children to discuss on the following questions not only with their friends but also with their family members too.

Questions:

- What can you do out of some leftovers?
- Can you reuse some of the used materials like empty tin cans, plastic items and different types of bottles etc ?
- What do you have to do with those leftovers, so, they can serve your again?
- Which leftovers could we make reusable at schools?
- Which ones do you think you or others can not use anymore?

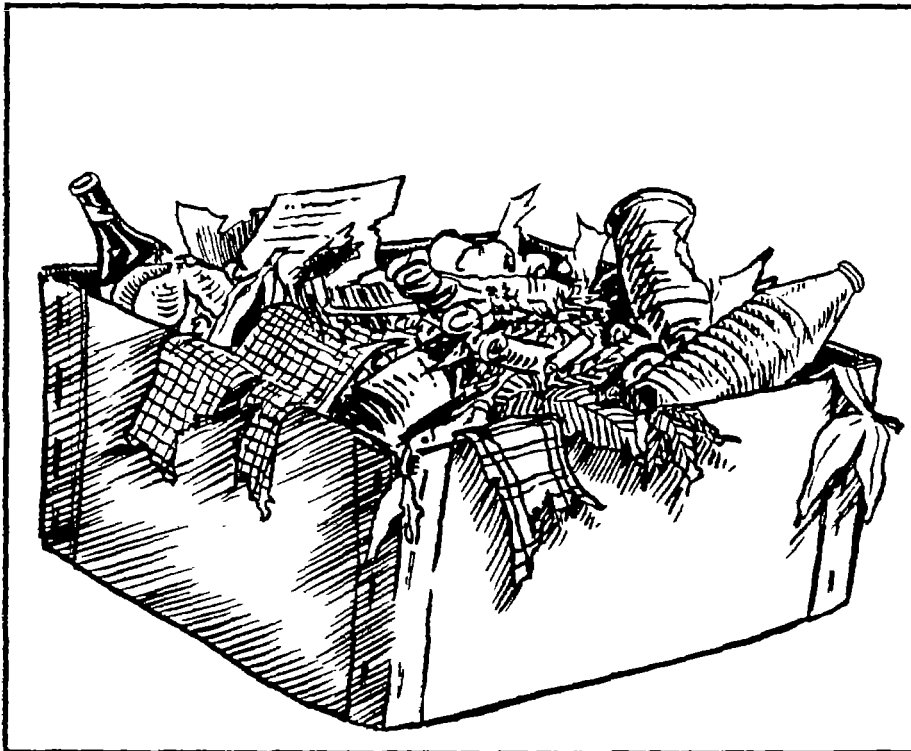


Exercise 4: Where should we dispose the leftovers which can not be reused again. Mark on the right place





Exercise 5: How can you reduce the garbage pile, explain it after discussion?



Instruction to the teacher

Ask the children to look at the pictures carefully and ask them to discuss with their nearby friends first and then to share their findings with the whole class

Questions:

- Describe which waste objects you can recognize?
- Could you use some in a different way instead of throwing them into the garbage bin? Which ones of the waste objects can turn into compost?
- Which ones can be cleaned and then used again?
- If we prepare compost, make reuses of bottles, cans, plastic bags etc., whether the garbage pile can be reduced or not?



Exercise 6: What are the children doing, tell it looking at the picture?

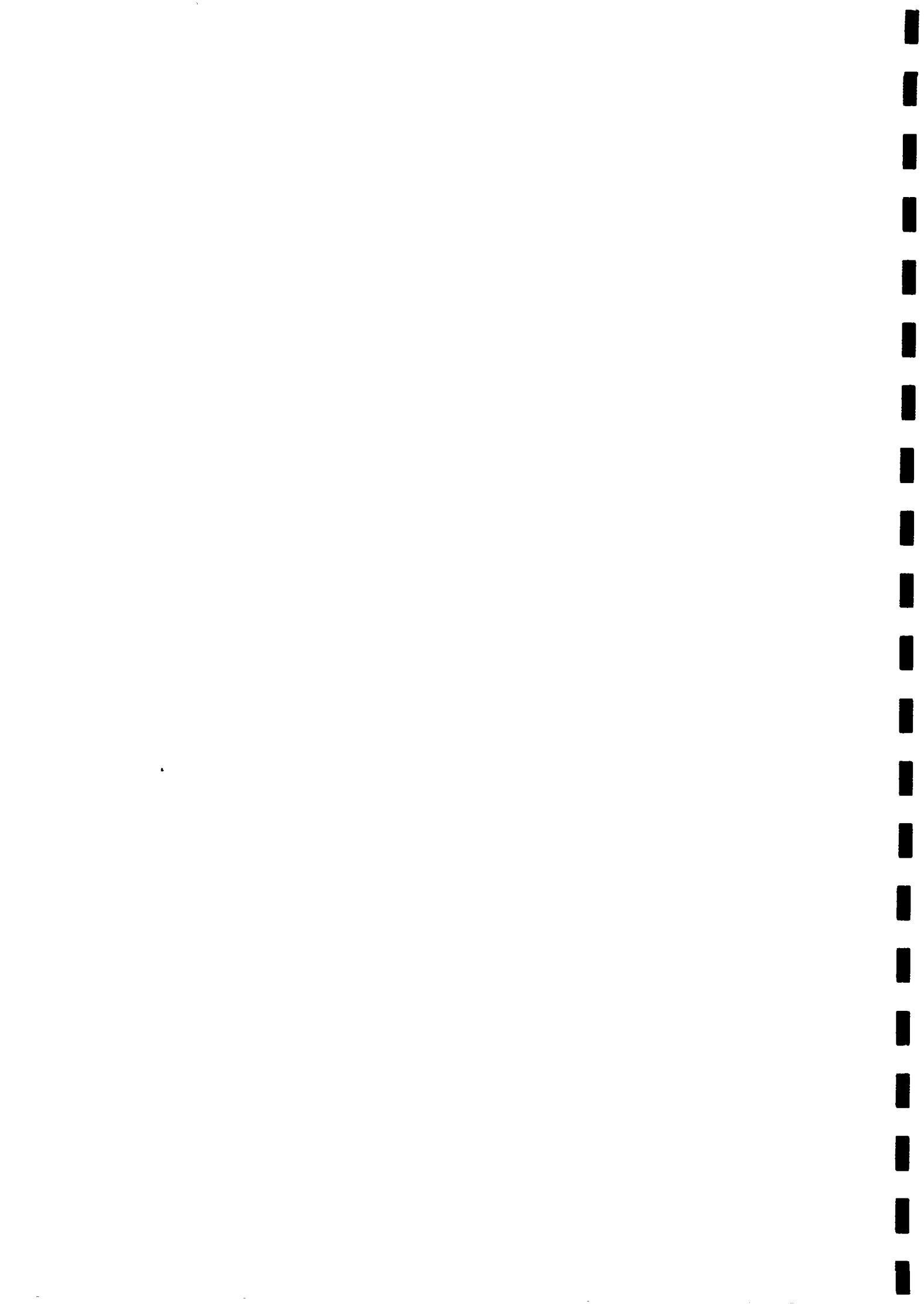


Instruction to the teacher

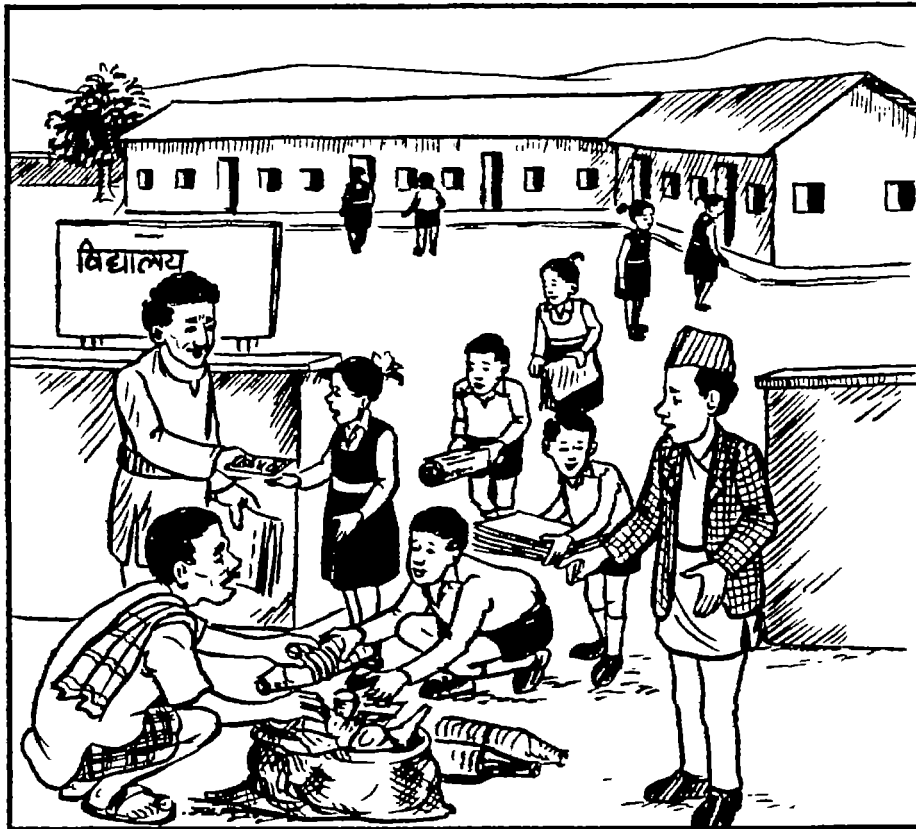
The teacher could bring the above mentioned leftovers to school and let the children act out the different pictures. She/he asks the following questions

Questions:

- Describe all activities! Which one do you prefer?
- What can be done with waste instead of dumping it on the streets, rivers and empty land?
- If we want to have little waste in the container what could we do?
- Which leftovers do we produce in the classroom?
- What could you do with the waste being produced in the classroom?
- What happens if you just throw our waste on the floor?



Exercise 7: Which of the leftovers can be sold, tell it after discussing with your friends?



Instruction to the teacher:

The following questions should be discussed first with a nearby friend then in the classroom with all children and finally at home with family members.

Questions:

- What do the scavengers collect?
- Why do they collect these leftovers? What will they do with them?
- Have you seen any waste pickers or people going to houses asking for leftovers?
- What other leftovers do they ask for?
- Why do they pay money for the waste we often throw into the garbage?



Practical Exercise 8: Separate the waste!

Instruction to the teacher

Teacher asks the children to bring some empty tins, some used paper, some cardboard, plastic bags, plastic bottles, a bag of kitchen leftovers and she/he brings her/himself some of these leftovers to school. She/he also brings three boxes or baskets. Teacher shows 3 boxes and explains that, one box for garbage that should be disposed of, another box for leftovers that can be reused or recycled and the third box for leftovers which can turn into compost. They all should be handled in a different way.

The teacher forms small groups and let them answer the following questions before sharing them with the whole classroom.

Questions:

- Which leftover should go into the first box, which one into the second box and which into the third box?
- What could you do with the leftovers in the first box, with the ones in the second box and the ones in the third box?
- Who can repeat how to handle waste in a proper way? Remember there are different possibilities, which help to reduce the amount of waste!

After answering the questions the children actually put the waste objects into the different boxes. They wash their hands

Exercise 9: Practice!

Instruction to the teacher

Teacher brings some paper, scissors, colored pencils and some glue, if possible. Teacher shows the different leftovers in the box, where things are being collected which can be reused in some way. S/he forms groups and asks to decorate the tins and the plastic bottles. Others are asked to collect the plastic bags and discuss what to do with them.

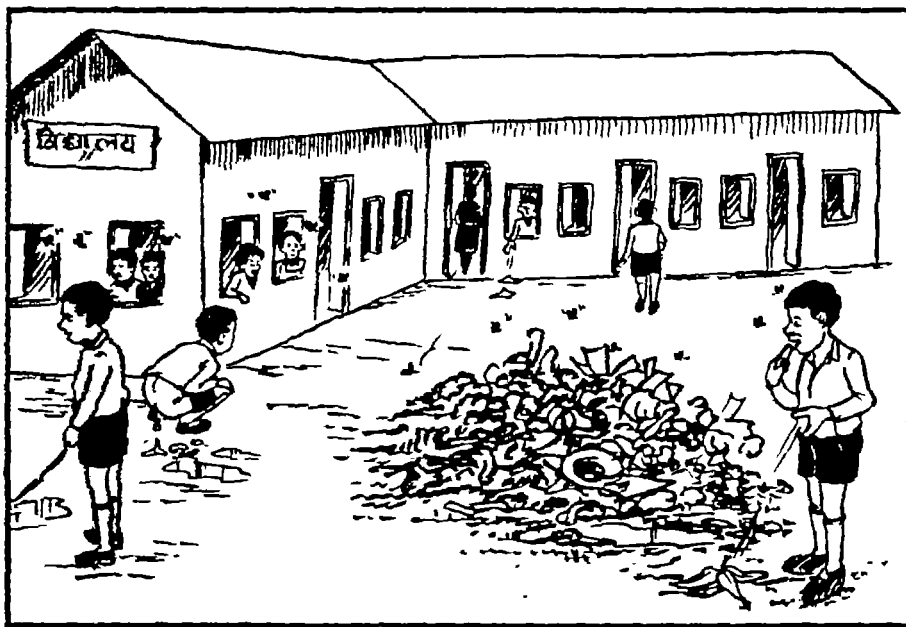
Questions:

- Show and explain what you can do with those leftovers?
- Why is it better to reuse them than to throw them into the garbage?



Lesson 4: Proper defecation habit in the school

Look, identify and tell



Instruction to the teacher

Let the children look at the pictures and let them consult with one to three classmates how to answer the following questions:

- Describe the school courtyard, whether it is clean or dirty!
- Describe what the children in the courtyard are doing!
- What happens if you defecate in the open!
- What happens if you defecate near a waste pile?
- Why is defecation in the open and near waste piles especially dangerous in a big school in the city?
- Who in the picture can become sick? Name the children presented on the picture and discuss with your friend why they can become sick!
- Do you like to play on a school courtyard full of waste and faeces? Discuss this question first with your friends and then with the whole class!



Exercise 1: Why the faeces should not mixed with other waste, tell it after discussing with your friends?



Instruction to the teacher

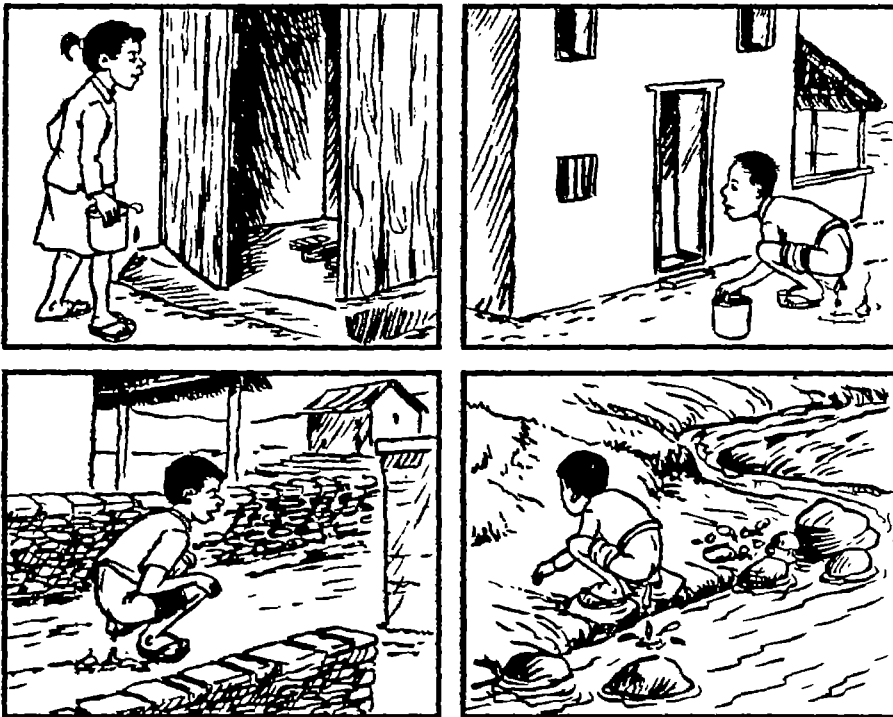
The following questions should be discussed in the classroom but also at home with family members:

Questions:

- Have you already seen flies sitting on faeces and on waste?
- Have you heard that faeces and waste contain germs which transmit diseases to other people?
- What happens if flies sit on faeces?
- If faeces or foul garbage stick on the legs of a fly what happens when they sit on our hands, our food, touch our mouth?
- What happens if somebody cleans up waste mixed with faeces?
- Why is the boy on the picture looking sick?
- Why do the children who pass by the faeces hold their nose?
- Why do the children play far away from the faeces and the garbage?
- Where should you defecate to avoid dirty environment, bad smell, flies and spreading diseases?



Exercise 2: Where should we defecate, tell it looking at the pictures?



Instruction to the teacher

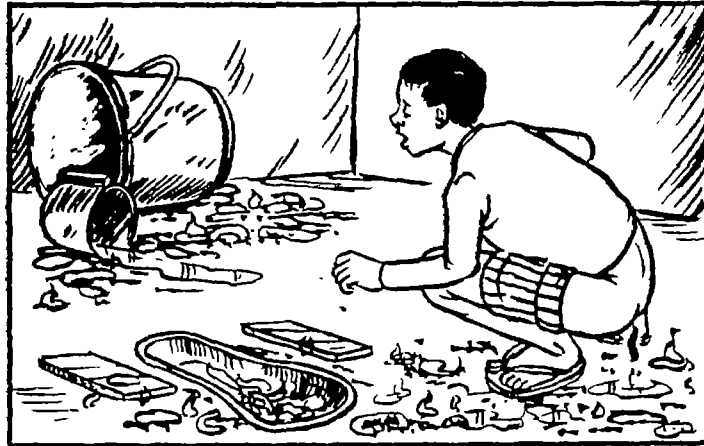
The following questions should be discussed in the classroom and also as a homework with family members.

Questions:

- Where should we defecate?
- Why should we rather defecate in a toilet?
- What can happen if you defecate near a house?
- What can happen if you defecate on a path/road?
- What can happen if you defecate on a pile of waste?
- What will happen if you defecate near a water source?
- Why should you especially in cities watch where to defecate?



Exercise 3: Find differences comparing the two pictures!



Instruction to the teacher

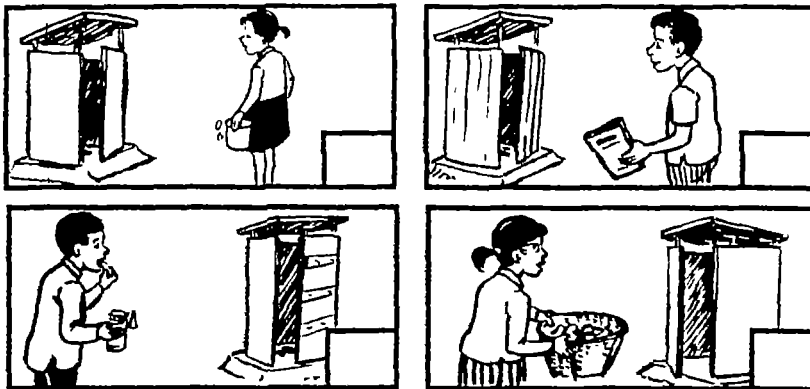
Discuss with your school-mates first, than discuss with the whole class!

Questions:

- Describe the two pictures and tell us what the children are doing!
- Which is the right way of using a toilet and why?
- Why is it especially important in urban areas to use the toilet properly?



Exercise 4: What should we carry while going to the latrine? Mark on the right picture and describe the reasons for it!



Exercise 5: Tell what the girl is doing on the picture!



Instruction to the teacher

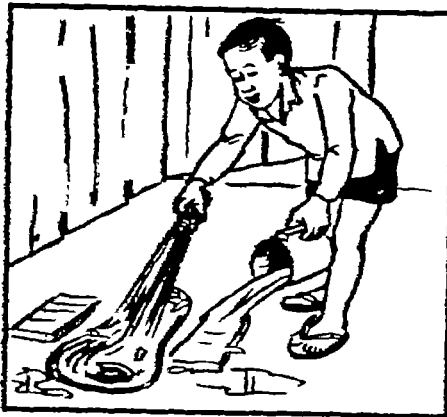
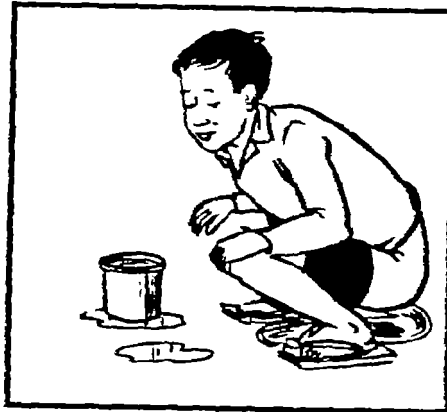
Teacher asks the children to discuss the following questions with their nearby friend then with the whole class. Discuss with the classmates next to you!

Questions:

- Describe what the girl is doing?
- Why is she using water?
- What you use to do as the girl in the picture is doing?
- What you use to do as the girl in the picture is doing?



Exercise 6: Who should clean our toilet, tell it after discussing with your friends?



Instruction to the teacher

The following questions should be discussed in the class and as a homework with the families. It has to become clear that each child is responsible for keeping the toilet clean after its' every uses.

Questions:

- Who should clean the toilet? Ourselves or school sweepers? Tick with a mark the right picture and explain why!



Exercise 7: What shall you do after coming from the toilet?
Mark on the right picture and tell the reason.



Exercise 8: Whether the toilet of the school is dirty or clean? Find out by observation.

Instruction to the teacher

Children are asked to follow the teacher to the school toilet and look for themselves how it looks like, how clean or dirty it is. The teacher then asks to give their opinion. If the toilet is not clean and there is not enough water children together with their teacher look for the sweeper and ask him to clean the toilet and to put water. The children should promise from now on to keep the toilet clean defecating right into the toilet hole and flushing with enough water.



Exercise 9: What should be done after defecating in the open, tell it after discussing with your friends!



Instruction to the teacher

If the children do not mention themselves that sometimes there is no toilet nearby available, the teacher should tell them. He/she should tell them that in case there is no toilet, they have to defecate in open places. He/she should explain that especially in cities we have to take care where to defecate, how to prevent bad smells and diseases to spread and creating an unpleasant environment. The children are again asked to work in groups and then discuss in the whole class

Questions:

- What is the boy doing after defecation?
- With what can you cover faeces?
- What is easiest to find in your neighbourhood for covering faeces, sand, soil, dry leaves, grass, pebbles?
- Why does the boy cover his faeces?
- Why do you think that it is even more important in cities to cover faeces?
- What should the boy do after defecating?



Lesson 5: Use of safe drinking water

tell it after discussion

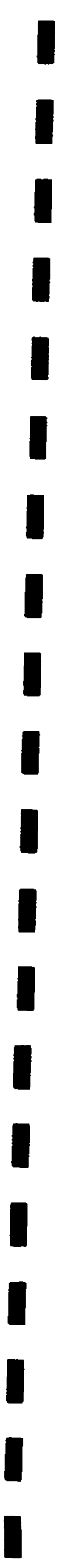


Instruction to the teacher

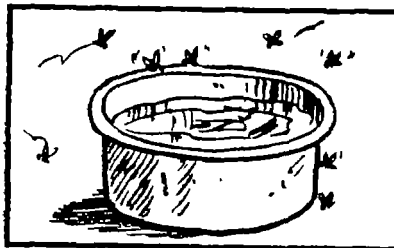
The teacher asks to describe the pictures and asks the children to discuss the following questions, first with one or two classmates, then with the whole class

Questions:

- For what do we use water at school?
- Which water should be used for the purpose of drinking water? Make a mark and explain why you chose it/them!
- Why don't you think the other sources contain clean drinking water?



Exercise 1: How the drinking water is kept, tell it looking at the pictures!



Instruction to the teacher

Teacher asks the children to look at the pictures given above and let them discuss with their nearby friends first, then explain their answers to whole class

Questions:

- Describe in the three pictures how drinking water is stored?
- Explain in each picture, how the drinking water can become dirty?
- How should drinking water be stored, so it does not become dirty?



Exercise 2: How water can become dirty, tell it after discussing with your friends?



Instruction to the teacher

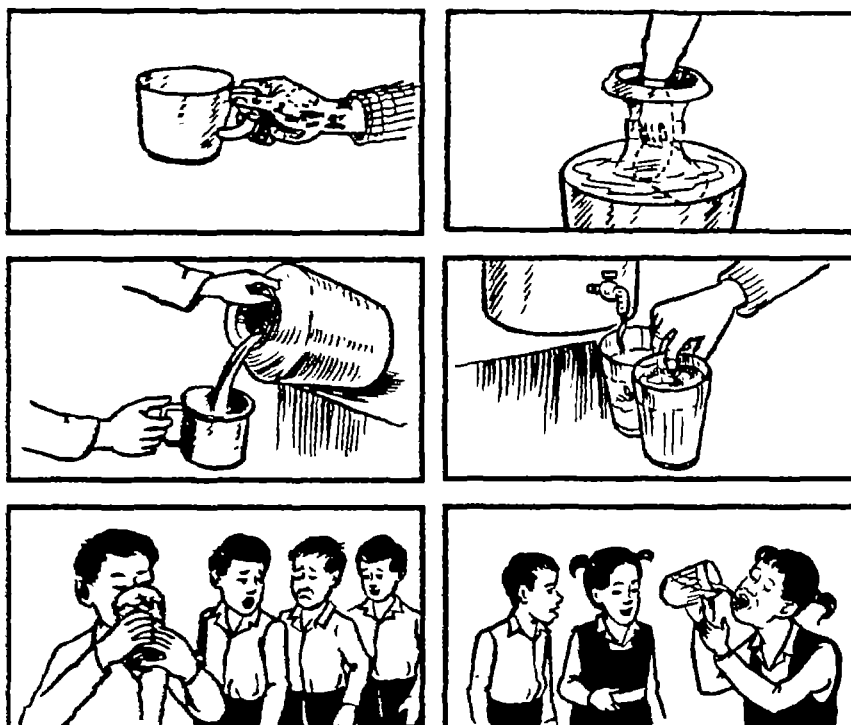
Teacher asks the children to look at the picture carefully, then s/he asks some of the children to describe picture. S/he also asks the following questions:

Questions:

- Describe the picture and discuss with your friend how water can become dirty before you even serve yourself!
- Discuss with your friend what happens if you drink contaminated water!
- Why should the place where drinking water is stored be clean?
- What can happen if the place around your drinking water pot is dirty?
- What happens if waste is dumped near a well?
- Why is it especially important in cities that people do not dump their waste near a water source?



Exercise 3: What are the proper ways of pouring and serving the drinking water, mark on the right place!



Instruction to the teacher

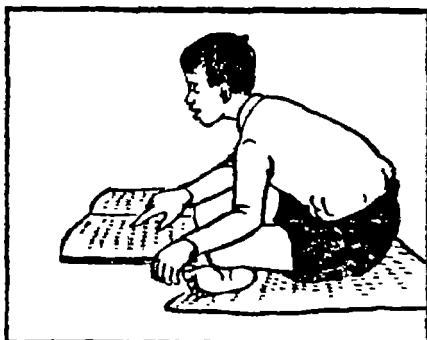
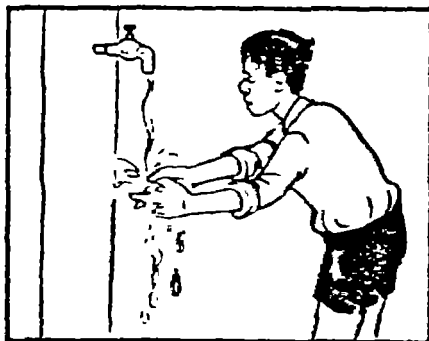
Teacher asks the students to mark on the right ways of pouring and serving water. First they should discuss with their nearby friend and tell the whole class the reasons of choosing the particular pictures.

Questions:

- If you find a container with clean drinking water, how should you pour the water?
- Explain why you should serve yourself like that? Discuss your answer with your friends!
- How should you drink if many people drink from the same cup?



Exercise 4: What should you do before drinking water, describe it looking at the picture!

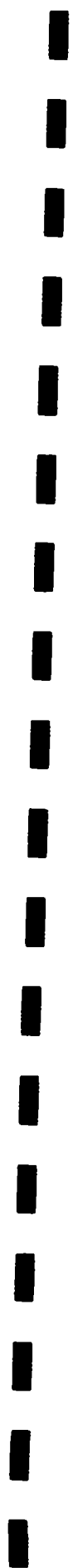


Instruction to the teacher

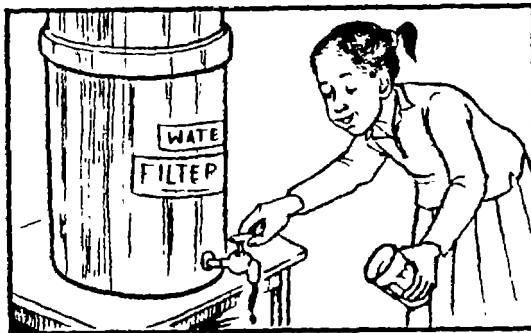
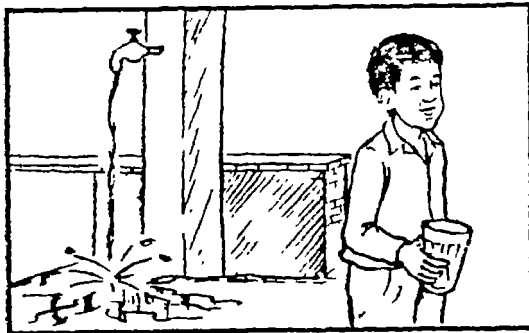
Teacher asks the children to discuss about what the boys of the pictures are doing and asks the following questions.

Questions:

- Discuss with your friend why your hands should be clean when you drink water!
- Explain how you or others can become sick when your hands are dirty while drinking?



Exercise 5: What should we do after using the water, tell it looking at the picture!



Instruction to the teacher

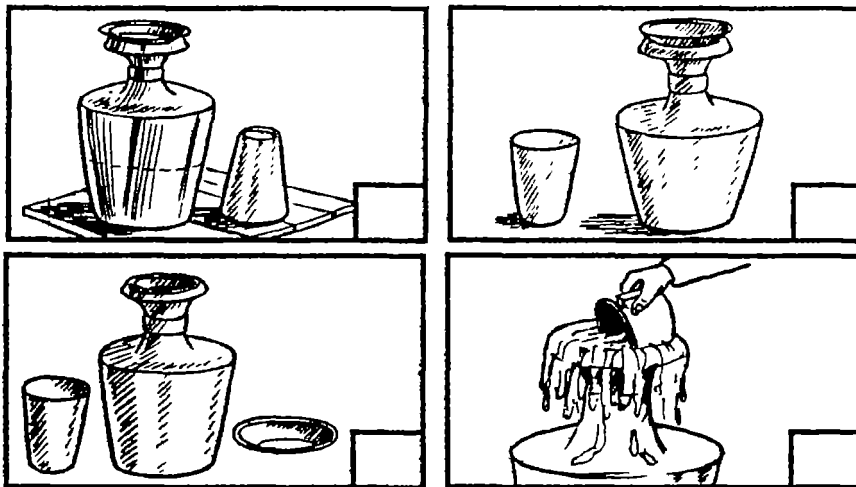
The teacher explains that drinking water should be used very carefully (economically), especially in the city where many people need it every day. The children are asked to look at the pictures, to describe them and to discuss with their neighbor before discussing with the whole class

Questions:

- In which picture the child is acting correctly?
- Why is he acting correctly?
- How should we treat drinking water properly?
- Why is it especially important in cities to use drinking water sparingly?



Exercise 6: What shall you do after pouring the drinking water? Mark on the right picture and give reason



Instruction to the teacher

Teacher asks the children to look on the pictures carefully and mark on the right picture. He/she asks them to discuss it with their friends. He/she asks some of the children to explain the reasons. Children should also be asked to discuss it with their family members too



Exercise 7: How the drinking water is stored in the school, find it by observation!

Instructions to the teacher

Teacher asks the children to come down to the place where the school keeps its drinking water. There they are asked to detect themselves, if the place is free of waste and dust.

Questions:

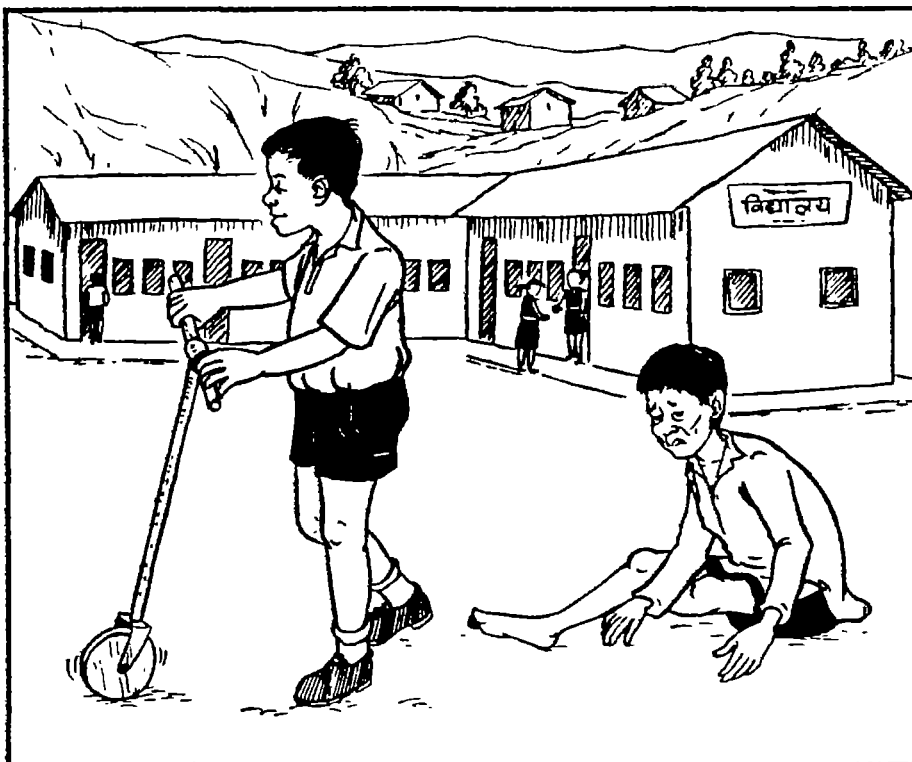
- Find out for yourself if the place around the filter is free of waste, faeces and dust!
- Is the jar of water clean?
- Is the cup for drinking the water clean?
- Is the water container covered?

After getting the answers of all the above questions teachers asks the children to follow the rules of keeping the water clean and also to discuss it with their family members at home to follow the necessary rules to keep the drinking water clean.



Lesson 6: Some communicable diseases related to waste

Look, identify and tell



Instruction to the teacher

Invite the children to describe the two children shown in the picture.

Question

- Who looks healthy? Why?
- Who looks sick? Why?
- Describe yourself when you are sick! How do you feel when you are sick?
- Describe yourself when you are well!
- Whom should you inform if you feel sick?



Exercise 1: What happens if waste and faeces are lying around us, tell it after looking at the pictures and describing with your friends!



Instruction to the teacher

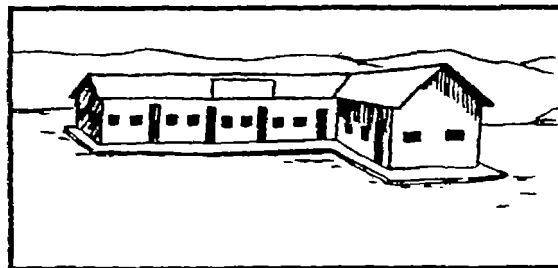
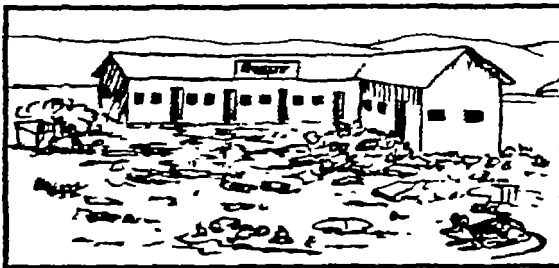
Invite the children to look at all details and to assist each other in detecting them, before answering the following questions. Teacher should explain that there are mainly roundworms in the waste and on faeces.

Questions:

- Why do you think rats and flies get attracted to waste and faeces?
- How can you become sick when waste is lying around?
- Describe how the boy sitting next to the waste pile is feeling?
- Getting sick from too much waste lying around, which are the symptoms of those kind of sicknesses? Think of your stomach, your eyes and your skin!
- How can you assist that you and others do not fall sick so easily?



Exercise 2: How does the two school courtyards look different, explain it by comparing them!



Instruction to the teacher

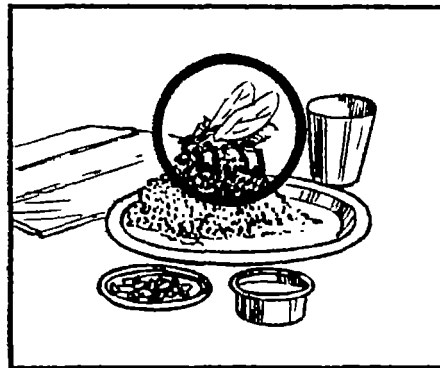
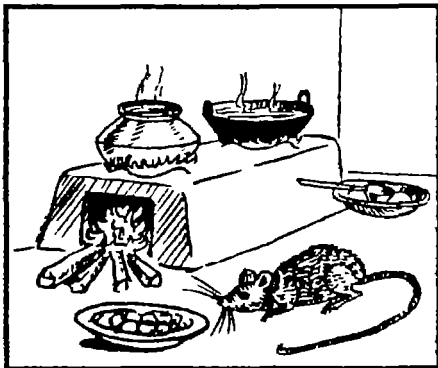
Teacher asks the children to differentiate the pictures by discussing with the nearby friends. Teacher asks the reasons with some of the children along with following questions.

Questions:

- in which courtyard would you find many rats, flies and worms?
- Give some reasons why you would find many rats, flies and worms in that courtyard?
- What do rats, worms and flies live from? What do they eat?
- What happens to the rats, worms and flies if all courtyards and streets are clean?



Exercise 3: How can we get sick, explain it by looking the pictures!



Instruction to the teacher

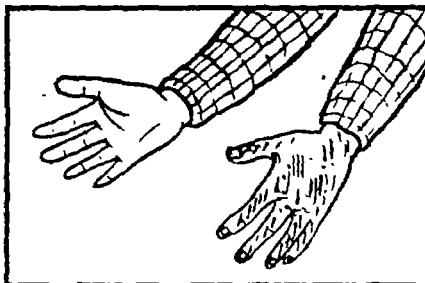
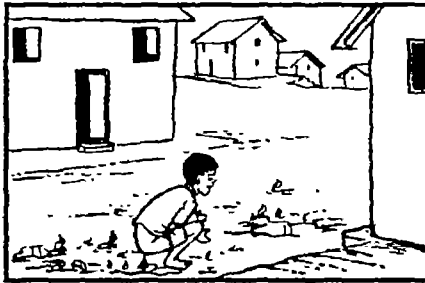
The questions should be discussed in the classroom and also as a homework with the family at home. Possibly the teacher has to assist with the last question in explaining, that fleas or mosquitoes sting us, infect us with the disease their former victim had. And rats often carry in their blood diseases.

Questions:

- How can rats make you sick? Think of where she walks on, what she eats, what she touches and where she has been before she comes into your living space!
- How can flies make you sick?
- How can worms make you sick?
- How can that flea make you sick?



Exercise 4: What should we avoid in order not to become sick, explain it by looking at the pictures!



Instruction to the teacher

Teacher asks the children to look at the picture and discuss on the subject given on it. This makes the students understand the message clearly. He asks the children to discuss the subjects with their family members too.

Questions:

- What should you avoid as shown in the pictures in order not to become sick? Give reasons
- What is most important to do in order to avoid becoming sick?



Exercise 5: We can get sick by the following ways too, explain it by discussing with your friends!



Instruction to the teacher

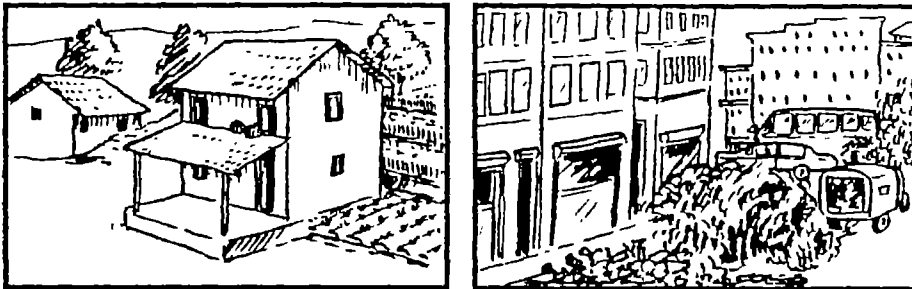
If necessary the teacher should explain how diseases are transmitted through dirty hands, getting into close contact with those who are sick and not protecting our body against the contamination of our environment. The disease could be diarrhoea

Questions:

- Describe what you see on the pictures and explain how the children presented on the picture can become sick!
- How can dirty hands make you sick?
- While running around bare feet on dirty places how can you get worm infestation?
- How can we transmit a disease to our friends, too?
- How should these children behave in order not to become sick?
- How should these children behave in order not to make others sick?



Exercise 6: How can we get sick easily in the city,
tell it after discussing with your friends!



Instruction to the teacher

Teacher asks the children to look at the pictures carefully, then asks the following questions.

Questions

- Describe the pictures!
- Explain where you would find the house presented in the first picture! Would you rather find such a house in the country or in a city?
- How many people might live in that house?
- Explain where you would find the houses presented in the second picture and explain why!
- How many people might live in those houses?
- Why is there so much more waste in the second picture?
- Where can you become more easily sick because of waste?
- Where can more people become sick because of waste dumped near their house?
- Explain why we have to be more careful about dumping waste in the cities with many people?
- What can you do to reduce waste accumulation near your house?

The teacher should assist the children in the last question and remind them, if necessary, that it is most important to.

1. produce as little waste as possible, be careful where and how you do your shopping
2. make compost out of all kitchen waste (all organic leftovers)
3. give glasses, metal, plastic bags, paper and cardboard to scavengers for further use instead of throwing them away
4. dispose of the rest of waste properly in the waste containers, which get picked up regularly



