

PSYCHO-SOCIAL LIFE SKILLS SCHOOL HEALTH & NUTRITION AND HIV/AIDS

Grades 1-7 Teacher's Guide



Republic of Zambia
Ministry of Education

With a Focus on Water, Sanitation,
Hygiene and HIV/AIDS Education

ZAMBIA BASIC EDUCATION COURSE

Zambia Basic Education Course

**Psycho-Social Life Skills
with a Focus on Water, Sanitation,
Hygiene and
HIV/AIDS Education**

**Grades 1-7
Teacher's Guide**

Ministry of Education

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INTRODUCTION TO THE GUIDE

The school health and nutrition and HIV/AIDS components of Basic Education Sub Sector Investment Programme (BESSIP) have developed the Psychosocial Life Skills Teacher's Guide with a Focus on Water, Sanitation, Hygiene and HIV/AIDS Education for grade 1 to 7 teachers to assist them teach life skills in a participatory manner.

These life skills are self-awareness, self-esteem, effective communication, decision making, problem solving, assertiveness, goal setting, value clarification, creative thinking, critical thinking, empathy & interpersonal relationships.

The guide covers the following themes, namely:

- Hygiene education, e.g. personal, water, food and community hygiene.
- Environmental education, e.g. sustainable environment and living in harmony at both local and national level.
- HIV/AIDS facts, prevention, support, care for the affected and infected and making a living.

In this lesson guide, you will find suggested participatory activities such as the broken telephone line, role-play, guessing game, case studies, surveys, mime and gallery walk. These have been especially designed to assist you to involve the pupils as much as possible in the learning process and equip them with skills to face the everyday challenges. These participatory activities have been explained in detail in the glossary of terms.

The suggested reference materials, teaching and learning aids in the lesson guides are not conclusive. The reference materials may not contain enough content to aid in lesson production. The teacher should refer to other materials for more information.

GRADE ONE - ENVIRONMENTAL SCIENCE

TOPIC: PERSONAL HYGIENE

SUB-TOPIC: Proper use of toilets/latrine safe excreta disposal

RESOURCES: Toilets, Toilet paper, newspaper and any other suitable local materials, basin of water, container/jug, soap, or other soap alternatives

REFERENCES: Environmental Science Teacher's Guide and Pupils' Book 1

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) name at least 3 types of toilets;
- b) mention three risks of not using safe excreta disposal;

Attitudes:

- a) appreciate proper use of toilets;
- b) appreciate that anyone can safely dispose excreta;

Physical Skill:

- a) use the toilets properly all the time;

Psycho-social Life Skills:

- a) communicate to others the correct way of using the toilet;
- b) make responsible decisions when using the toilet.

INTRODUCTION:

The teacher will involve pupils in any participatory activity/activities that will lead to mentioning toilet facilities they use at home.

LESSON DEVELOPMENT:

In the **first lesson**, the teacher should use participatory activities that can be done to find out which types of toilets / ways of disposing of stool the pupils already know. S/he may also think of ways in which to find out which ways the children think are better than others and why. Finally, help the children assess how everyone can in time use a good way of disposing of excreta.

In the **second lesson** the teacher will focus on any kind of demonstration of proper latrine use conducted in the toilet. This may be done through a role-play and a demonstration of correct steps, or proper and improper steps.

In the **third lesson** the teacher may focus on participatory activities that help children bring out risks involved in not using toilets, e.g. defecating in the bush, flies settle on the stool then go on to their food. A simplified six-F diagram (*see page 50*) with cards, pictures or authentic materials may help the teachers to draw general lessons and help visualise the transmissions.

CONCLUSION:

A class discussion can follow on alternatives to use if toilets are not available.

MONITORING/EVALUATION:

Monitor improved habit and correct use of toilets amongst pupils, e.g. inspection of toilets regularly.

GRADE ONE - ENVIRONMENTAL SCIENCE

TOPIC: ECOLOGY

SUB-TOPIC: Types of food

DURATION: 1 double lesson of 60 minutes

RESOURCES: Charts of various types of food, actual types of foods found in the pupil's surroundings, chart, marker, under five card and manila paper

REFERENCES: Grade 1 Environmental Science Teacher's Guide, Grade 1 Home Economics Teacher's Guide

OBJECTIVES:

By the end of the two lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) identify types of food found in their areas;
- b) mention the sources of these foods;

Attitudes:

- a) appreciate the nutritional values of the food they eat.
- b) show willingness to eat a variety of foods;

Physical Skills:

- a) draw various types of foods;
- b) match the drawings of types of food with the words;

Psycho-social Life Skills:

- a) show awareness of the various types of food found in their community;
- b) make a decision to eat a variety of food everyday;
- c) communicate effectively to others on the nutritional value of the variety of foods.

INTRODUCTION:

The teacher should find an interesting participatory activity that will involve the pupils into naming types of foods found in their community, e.g. guessing game and word-picture matching.

LESSON DEVELOPMENT:

In the first lesson, the teacher will focus on identification of various foods found in the community, e.g. pupils who can manage to bring food from their homes can do so and those who cannot, can mention the foods that they eat everyday.

In the second lesson, the food is then categorised according to sources (meat products, vegetable products and fruit products). The teacher will explain the importance of these foods to their health.

CONCLUSION:

The teacher should ask pupils to draw plants and animals that produce food in their community or they may match pictures drawn with words.

MONITORING AND EVALUATION:

Monitor, on a chart, the types of food pupils eat everyday. Check whether the pupils carry food to eat at break and what type they bring.

GRADE ONE - ENVIRONMENTAL SCIENCE

TOPIC: WATER AND HYGIENE

SUB-TOPIC: Sources of water (could be taught in term 3)

DURATION: 2 lessons of 30 minutes each

RESOURCES: Charts showing various sources of water, word cards, bostik (sticky stuff) or used bubble gum (ubulimbo)

REFERENCES: Grade 1 Environmental Science Teacher's Guide and Grade 1 Home Economics Teacher's Guide

OBJECTIVES:

By the end of these lessons, PSBAT (in any form the teacher chooses to use):

- Knowledge:**
- a) name sources of water in their area;
 - b) identify unsafe water sources and risks associated with them;
 - c) list ways of maintaining safe sources of water;
 - d) discuss ways of keeping safe water from contamination;
- Attitudes:**
- a) encourage each other to drink water from safe sources;
 - b) willingly be involved in keeping safe water from contamination;
- Physical Skills:**
- a) draw and label simple diagrams of sources of water in the area;
 - b) write down names of safe and unsafe sources of water;
- Psycho-social Life Skills:**
- a) work as a team to maintain safe water sources;
 - b) show awareness of risks associated with unsafe sources of water;
 - c) communicate effectively the importance of getting water from safe water sources.

INTRODUCTION:

Teacher should give any participatory activity that pupils can use to lead them to the subject of sources of water, e.g. to find out where pupils wash before coming to school. This may be done through interviews, pair or group discussion.

LESSON DEVELOPMENT:

In the first lesson, the teacher should use any participatory activity/activities that will bring out the various names of water sources in the area, and identify those that are unsafe because of risks associated with them. This can be done through class discussion.

In the second lesson, the teacher will focus on ways of maintaining safe sources of water. Ways of keeping safe water from contamination should also be discussed. This can be done through a case study and visiting some nearby sources of water.

CONCLUSION:

The teacher should involve pupils in participatory activities that will ensure daily maintenance of safe water sources, keeping safe water from contamination and drinking safe water. This can be done through songs, demonstrations of physical skills and class discussion.

MONITORING AND EVALUATION:

The teacher can randomly interview individual pupils on how they store water safely in their homes, and if they drink safe water from safe water sources.

GRADE ONE - ENVIRONMENTAL SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Safe disposal of Refuse

DURATION: 2 lessons of 30 Minutes each

RESOURCES: Brooms, rakes, hoes, locally made brooms (lchipyango)

REFERENCES: Environmental Science Grade 1 Teacher's Guide and Pupils Book

OBJECTIVES:

By the end of the series, PSBAT (in any form the teacher chooses to use):

- Knowledge:**
- a) identify refuse;
 - b) state two methods of disposing refuse safely;
 - c) name at least two items used for cleaning surroundings.
- Attitudes:**
- a) develop a habit of throwing refuse into appropriate places;
 - b) appreciate a clean environment;
 - c) develop a habit of cleaning surroundings;
- Physical Skills:**
- a) throw litter into the appropriate places;
 - b) handle and use cleaning items properly;
- Psycho-social Life Skills:**
- a) show awareness that their health depends on a clean environment;
 - b) make decisions on keeping the environment clean.

INTRODUCTION:

Teacher should use a participatory activity which may lead into pupils coming up with methods of refuse disposal, e.g. what they do with biscuit or sweet wrappers, fruit peels and ice block papers after eating the content.

LESSON DEVELOPMENT:

Pupils may do participatory activities or survey a local environment and then compare and contrast. Teacher may come up with different ways of disposing refuse, e.g. throwing into the rubbish pits or dustbins and burning the refuse.

In the second lesson, the teacher will focus on identifying items used for cleaning surroundings. This may be done by practical participatory activities relating to cleaning the surrounding and disposing of litter such as sweeping litter and throwing, burning or burying refuse. Burning should be done rarely to avoid causing environmental problems.

CONCLUSION:

The teacher may lead the pupils into an activity which brings out an awareness of a clean environment, and how best to keep it clean.

MONITORING AND EVALUATION:

Monitor improved practices on safe ways of disposing refuse by regular inspection of surroundings. Monitor improved disposal habits by the pupils.

GRADE ONE - HOME ECONOMICS

TOPIC: PERSONAL HYGIENE

SUB-TOPIC: Hand washing

DURATION: 1 lesson of 30 Minutes

RESOURCES: Basin, water, jug, container, soap, ashes, salt, traditional herbs (buba, muthanda, imbuu) and a clean towel

REFERENCE: School health and Nutrition Teacher's Guide

OBJECTIVES:

By the end of this lesson, PSBAT (in any form the teacher chooses to use):

Knowledge: a) identify the critical times when they should wash their hands;
b) state the items used in hand washing;

Attitudes: a) appreciate the correct items that are used for hand washing;
b) develop a habit of correct method of hand washing;

Physical Skill: demonstrate the correct way of hand washing at critical times;

Psycho-social Life Skills:
communicate effectively to others the importance of correct hand washing at critical times.

INTRODUCTION:

The teacher should engage pupils in a participatory activity that sets the mood for hand washing activity. This could be done through role-play and demonstration by pupils.

LESSON DEVELOPMENT:

The teacher should involve pupils in a participatory activity that will lead to the identification of critical times of correct hand washing and materials that can be used in correct hand washing. This could be done by pouring water from a jug into a basin or by using an improvised hand washing facility and using soap, ash or salt.

CONCLUSION:

The teacher will involve pupils in an activity that will make them demonstrate the correct way of hand washing at critical times.

MONITORING AND EVALUATION:

The teacher should monitor correct hand washing at critical times through the 'whispering game' and observations.

GRADE ONE - HOME ECONOMICS

TOPIC: REPRODUCTIVE HEALTH

SUB-TOPIC: HIV/AIDS

DURATION: 1 lesson of 30 Minutes

RESOURCES: HIV/AIDS related pictures and posters

REFERENCE: Home Economics Grade 1

OBJECTIVES:

By the end of the lesson, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:** a) explain the terms HIV/AIDS;
b) mention some signs which indicate that someone has AIDS;
- Attitudes:** a) realize the existence of HIV/AIDS;
b) accept that anyone can catch HIV/AIDS;
- Physical Skill:** draw a picture of a person with HIV/AIDS;
- Psycho-social Life Skills:**
a) communicate effectively with others information on HIV/AIDS;
b) show empathy towards people with signs of HIV/AIDS.

INTRODUCTION:

Teacher to involve pupils in any brief participatory activity that will bring out the common diseases in their areas through a song, e.g. Matenda or picture discussion. Teacher may also engage pupils in brainstorming exercise to ascertain their knowledge on HIV/AIDS.

LESSON DEVELOPMENT:

The teacher will engage pupils in participatory activities that will lead the pupils to explain their understanding of the terms HIV and AIDS and identify TB and drastic loss of weight as some of the signs of HIV and AIDS infection. The participatory activities that the teacher may use include poems, drama and discussion.

CONCLUSION

Teacher may involve pupils in activities such as drawing a person infected with HIV and AIDS.

MONITORING/EVALUATION

The teacher will devise a system of flow of information on HIV/AIDS from school to home and vice-versa.

GRADE TWO - ENVIRONMENTAL SCIENCE

TOPIC: PERSONAL HYGIENE

SUB-TOPIC: Hand Washing

DURATION: 30 Minutes

RESOURCES: Work cards, chalkboard, chalk, water, soap, basin, container, jug and a clean towel

REFERENCES: Grade 2 Environmental Science Pupil's Book, Grade 2 Home Economics Pupil's Book, Primary Health Education Book

OBJECTIVES:

By the end of this lesson, PSBAT (in any form(s) the teacher chooses to use):

Knowledge: a) state the importance of correct hand washing;
b) give reasons for washing their hands at critical times;

Attitude: appreciate keeping his or her hands clean;

Physical Skill: wash hands correctly;

Psycho-social Life skills:

a) communicate effectively to others the importance of correct hand washing;

b) decide to wash hands correctly at critical times.

INTRODUCTION:

You may begin the lesson by actively engaging pupils in participatory activities that will bring out the correct techniques of hand washing. You may do this by using poems, songs, role-play or any other participatory method you may come up with.

LESSON DEVELOPMENT:

Teacher will develop a lesson that will bring out the importance of correct hand washing. Choose any participatory activity/activities for the pupils to bring out their past experience on the effects of not washing hands correctly. You may use methods like role-play, group discussion, drawing and story telling.

CONCLUSION:

Teacher will prepare activities that will help pupils realise and appreciate correct hand washing techniques. For example, pupils may be engaged in activities where they talk about why they wash their hands at critical times or demonstrate correct and incorrect ways of hand washing and compare results. You may pick on one critical time, e.g. before eating or after using the toilet.

MONITORING AND EVALUATION:

As a way of monitoring the improved practice of correct hand washing, the teacher could use activities such as whispering, observation, secret ballot or any other activity which may be convenient to the teacher.

GRADE TWO - ENVIRONMENTAL SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Safe disposal of Refuse

DURATION: 2 lessons of 30 Minutes each

RESOURCES: Brooms, hoes, local brooms, rakes, shovel, dustbin and dustpan

REFERENCES: Environmental Science - Teacher's Guide and Pupil's Book, Grade 2

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) identify items used for cleaning the surroundings;
- b) state the different ways of cleaning home surroundings;
- c) demonstrate knowledge of cleaning the surroundings;
- d) demonstrate knowledge of safe disposal of refuse and the results of not disposing waste well;

Attitudes:

- a) show appreciation of clean surroundings;
- b) demonstrate correct ways of cleaning the surrounding;
- c) appreciate items used for cleaning the environment;

Physical Skills:

- a) practice correct ways of sweeping or cleaning the surroundings and the safe way of disposing refuse;
- b) draw items used for cleaning the environment;

Psycho-social Life Skills:

- a) effectively communicate on safe ways of disposing refuse;
- b) make decisions on which items to use in cleaning the surrounding;
- c) solve problems relating to safe disposal of refuse.

INTRODUCTION:

Teacher should begin with a practical participatory activity of pupils sweeping the front of that classroom. Then follow it up with an activity that will bring out issues of correct ways of cleaning and correct ways of refuse disposal and correct use of items.

LESSON DEVELOPMENT:

The first lesson will focus on identifying items used for cleaning the surroundings. S/he may also look at the different ways of cleaning and the safe disposal of refuse. This may be done by participatory activities such as field trip and role-play.

The second lesson should focus on demonstrating the correct ways of sweeping the surrounding and the results of not disposing the refuse correctly. This may be done by participatory activities such as drama and pair or group discussion.

CONCLUSION:

The teacher may ask pupils to draw some of the items that are used for cleaning the surroundings and disposing of refuse. This could be done through giving pupils a task of disposing of waste in the school area in a safe way. Or identifying pits to use in their community.

MONITORING AND EVALUATION:

Monitor improved practices of cleaning the surrounding and safe disposal of waste through daily inspection by the teacher while encouraging pupils to do the same in their community.

GRADE TWO - ENVIRONMENTAL SCIENCE

TOPIC: ECOLOGY

SUB-TOPIC: Importance and use of food

DURATION: 1 double lesson of 60 minutes

RESOURCES: Chart showing all types of food, word cards, pictures of healthy and unhealthy girls and boys showing signs due to poor diet

REFERENCES: Grade 2 Environmental Science Teacher's Book, Grade 2 Home Economics Teacher's Book

OBJECTIVES:

By the end of the 2 lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) mention foods they eat at home;
- b) explain the importance of food;
- c) classify the foods into plant, fruit, animal;

Attitude:

appreciate the importance of eating all types of food;

Physical Skills:

- a) draw different types of foods;
- b) classify different types of foods;
- a) solve health problems related to poor diet;

Psycho-social Life Skills:

- b) advise others on the need for a variety of food;
- c) communicate effectively as they encourage others to eat a variety of food.

INTRODUCTION:

The teacher will prepare a participatory activity in which the pupils will mention the types of food they eat throughout the year. The teacher may ask pupils to discuss in pairs or groups.

LESSON DEVELOPMENT:

In the first lesson, the teacher will focus on the importance of food. The teacher may make pupils role-play and discuss in groups to bring out the importance of food to human life.

In the second lesson the teacher will focus on classification of food under food for body repair, food for energy and heat and food for protection against disease. The teacher may use groups in the classification of food. Teacher may use actual foods or chart for this activity.

CONCLUSION:

The teacher should ask questions about varieties of food. Teacher may also give a follow up activity, e.g. drawing types of food.

MONITORING AND EVALUATION:

The teacher will monitor pupil's diets at home, e.g. through interviews and visits to their homes.

GRADE TWO - ENVIRONMENTAL SCIENCE

TOPIC: PERSONAL HYGIENE

SUB-TOPIC: Safe use of toilets/latrines

DURATION: 2 lessons of 30 minutes each

RESOURCES: Tissue paper, newspaper, or any other appropriate local material, water, soap, water container, ashes/disinfectant

REFERENCES: Grade 2 Environmental Science Teacher's Guide and Pupil's Book

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) state the correct use of the latrine/toilet;
- b) wipe their bottoms correctly after using the toilet/latrine;
- c) give reasons why it is important to wash their hands correctly after using the toilet/latrine;

Attitudes:

- a) encourage each other to use the latrine/toilet correctly;
- b) show willingness to wash their hands correctly after using the toilet/latrine;

Physical Skills:

- a) demonstrate the correct use of the toilet/latrine;
- b) the proper hand washing after using the toilet/latrine;

Psycho-social Life Skills:

- a) communicate to others about correct hand washing;
- b) make decisions about using the toilet/latrine correctly;
- c) show awareness of the dangers of not using the toilet correctly.

INTRODUCTION:

The teacher may involve pupils in a brief activity, which is participatory and sets their mood into the use of toilets/latrines and correct hand washing, e.g. find out where pupils relieve themselves at home and at school in various circumstances.

LESSON DEVELOPMENT:

In the first lesson, the teacher should focus on ways of disposing of excreta and demonstrate the proper use of a latrine/toilet. This could be done through role-play, demonstration of proper steps, miming and drama.

Lesson two will focus on the risks involved in not using toilets/latrines correctly and washing hands correctly. The teacher should use participatory techniques such as story telling, role-play, demonstration and discussions.

CONCLUSION:

The teacher may pose questions about what a person who makes the toilet dirty and messes up his/her hands in the process do to himself/herself and others. This could be done through a discussion and question and answer.

MONITORING AND EVALUATION:

The teacher should monitor and evaluate the improved habits and correct use of toilets by pupils, e.g. through random interviews, observations and spot checks on toilets. Monitoring may be done through the whispering game, e.g. how they should wipe their bottoms.

GRADE TWO - SOCIAL STUDIES

SUB-TOPIC: HIV/AIDS transmission

DURATION: 2 Lessons of 30 minutes

RESOURCES: HIV/AIDS related posters

REFERENCES: Grade 8 R.E textbook, Longman/Macmillan HIV/AIDS Awareness Supplementary Readers

OBJECTIVES:

At the end of the lesson, PSBAT (in any form(s) the teacher chooses to use):

Knowledge: a) identify modes of HIV transmission;

b) mention ways by which HIV is not spread;

Attitudes: a) appreciate the facts on the modes of HIV transmission;

b) show awareness of the myths and beliefs about HIV transmission;

Physical Skill: draw different items that can transmit HIV if not correctly used;

Psycho-social Life Skill:

communicate effectively to others on how HIV is not spread.

INTRODUCTION:

The teacher should use any participatory activity that will bring out what pupils already know about HIV transmission, e.g. through poems, role play and songs.

LESSON DEVELOPMENT:

In the **first lesson** the teacher will focus on the HIV transmission routes i.e blood transfusion, use of unsterilized needles, razor blades and syringes. A mention can be made on mother to child transmission. This may be done by engaging pupils in participatory activity/activities such as picture – matching, word picture matching or picture discussion.

NB: Teacher should mention penetrative sexual intercourse if pupils bring it out so that sexual abuse can be discussed.

In the **second lesson**, the teacher should come up with practical activities demonstrating how HIV is not spread, e.g. hand shaking, eating together, using the same toilet and playing games together.

CONCLUSION:

The teacher should come up with an activity that will review the HIV transmission routes, e.g. written exercise. The teacher should also ask the pupils to draw items that may transmit HIV if not used correctly, e.g. razor blades, needles, safety pins, syringes.

MONITORING AND EVALUATION:

The teacher should monitor the use and disposal of razor blades, syringes, safety pins through the class reporting system in form of rules and a chart. Use of pencil sharpeners should be encouraged.

GRADE THREE - ENVIRONMENTAL SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Refuse disposal practices of the Local Community

DURATION: 30 minutes

LEARNING RESOURCES: Dustbin, rubbish pit, picture of a dumping site, Incinerator

REFERENCE: Grade 3 Home Economics Teacher's Guide

OBJECTIVES:

By the end of this lesson, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) name the refuse disposal practices in the local community;
- b) explain the significance of correct refuse disposal;
- c) discuss the best ways of disposing of refuse;

Attitudes:

- a) exhibit the acceptable ways of disposing of refuse;
- b) willingly sensitise others on the proper ways of disposing of refuse;

Physical Skills:

- a) demonstrate good refuse disposal practices;
- b) draw indicators of cleanliness in form of dustbin, rubbish pit and incinerator;
- c) make equipment used in refuse disposal by improvising;

Psycho-social Life Skills:

- a) communicate effectively good refuse disposal practices;
- b) show awareness of the best practices of refuse disposal.

INTRODUCTION:

The teacher should lead the pupils into a participatory activity that will set the stage for discussing the correct refuse disposal practices. This may include group discussion, role-play and field visit.

LESSON DEVELOPMENT:

In the lesson, the teacher should prepare participatory activities which should focus on naming of the refuse disposal practices and bring out the significance of the correct refuse disposal. The teacher may come up with practical activities in which pupils will demonstrate correct refuse disposal in the school community, e.g. sweeping, picking up litter and disposing of it in the bin or pit.

CONCLUSION:

The teacher should come up with participatory activities such as brainstorming and question and answer to show the pupils' understanding of correct practices of refuse disposal and willingness to sensitise other members of the community.

MONITORING AND EVALUATION:

The teacher and pupils could monitor improved practices of refuse disposal by checking for indicators of cleanliness, e.g. good bin use, refuse pit and no careless dumping of refuse in the local community.

GRADE THREE - ENVIRONMENTAL SCIENCE

TOPIC: HAND WASHING

SUB-TOPIC: Worms

DURATION: 3 lessons of 30 minutes each

RESOURCES: Soil/worms/chart showing different types of worms/Basin of water, soap/soap alternative

REFERENCES: Grade 3 Environmental Science Teacher's Guide and Pupils' Book

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) name at least two types of worms;
- b) state how worms may be transmitted from an infected person to a healthy one;
- c) mention at least three ways of preventing worm transmissions;

Attitudes:

- a) appreciate the importance of hand washing;
- b) show willingness to prevent worm transmission;

Physical Skills:

- a) develop an art of drawing;
- b) investigate soil for living organisms;
- c) wash hands correctly to prevent worm transmission;

Psycho-social Life Skills:

- a) communicate effectively information on the prevention of worm transmission;
- b) make correct decisions on hand washing at critical times.

INTRODUCTION:

The teacher should come up with a participatory activity related to hand washing. This could be done through a song, demonstration, role-play making, story and guessing game.

LESSON DEVELOPMENT:

In the first lesson, the teacher will give pupils an activity which will lead them to discover worms in the soil. This could be done through field trips and question and answer.

In the second lesson, the focus will be on the transmission of worms using the simplified diagram. The teacher could do this through brainstorming and group discussion.

In the third lesson, the focus will be on barriers on worm transmission as they relate to their local environment. This could be done by filling in the barriers through question and answer.

CONCLUSION:

The teacher will give a participatory activity in which pupils give true or false answers to statements on hand washing, worm transmission routes and barriers. This could be done through asking pupils to pick statements at random.

MONITORING AND EVALUATION:

The teacher will monitor improved practices of hand washing and other ways of preventing worm transmission.

GRADE THREE - ENVIRONMENTAL SCIENCE

TOPIC: SOURCES OF WATER

SUB-TOPIC: Treatment and storage of drinking water

DURATION: 2 lessons of 30 minutes each

RESOURCES: Charts, word cards, pot water, storage container, bucket and questionnaire

REFERENCE: Grade 3 Science Teacher's Guide

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) identify the sources of drinking water;
- b) describe the treatment and storage of drinking water;

Attitudes:

- a) appreciate the importance of interchanging gender roles in relation to treatment and storage of drinking water;
- b) appreciate the importance of clean and safe drinking water;

Physical Skills:

- a) demonstrate the effective ways of treating drinking water;
- b) demonstrate the correct method of cleaning the equipment for storage of drinking water;

Psycho-social Life Skill: think critically on the dangers of drinking contaminated water.

INTRODUCTION:

Involve the pupils in participatory activities of your choice that will bring out different sources of drinking water the pupils use by drawing, naming and many more.

LESSON DEVELOPMENT:

In the first lesson you may focus on categorising different sources of drinking water pupils use by, e.g. mapping, ranking, use of questionnaire and many more. Putting more emphasis on the dangers of drinking contaminated water from the sources the pupils will highlight.

In the second lesson may focus on the treatment and storage of drinking water with particular emphasis on boiling and chlorination. Participatory activities like discussion, role-play and many more could follow on promoting gender roles in the treatment and storage of drinking water.

CONCLUSION:

The teacher may give participatory activities in which pupils will bring out the sources of water and the treatment of drinking water.

MONITORING AND EVALUATION:

As you evaluate your lesson focus on the progression in children's learning and be aware of successes and failures of objectives.

GRADE THREE - ENVIRONMENTAL SCIENCE

TOPIC: LIVING IN HARMONY AT LOCAL LEVEL

SUB-TOPIC: Fishing, hunting and farming occupations

DURATION: 2 lessons of 30 minutes each

RESOURCES: Pictures of the local environment, fishermen, hunter and farmer, Wild Life Conversation charts

REFERENCES: Grade 3 Environmental Science, Teacher's Guide and Pupils' Book

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:**
- a) explain what fishing, hunting and farming are;
 - b) identify good and bad practices in each of the three occupations;
 - c) give reasons why people engage themselves in these occupations;
- Attitudes:**
- a) appreciate the value of each of the occupations to the community;
 - b) respect the importance of these occupations to the community;
 - c) appreciate the importance of natural resources;
- Physical Skills:**
- a) participate in farming projects at school and at home;
 - b) make simple fishing and hunting tools;
- Psycho-social Life Skills:**
- a) communicate effectively the dangers of poor farming practices and excessive fishing and hunting;
 - b) show awareness of the importance of plant and animal life to human beings;
 - c) apply critical thinking on the good and bad fishing, farming and hunting practices in their community.

INTRODUCTION:

The teacher will devise a participatory activity in which pupils bring out the three occupations: fishing, hunting and farming. This could be done through group discussion and miming.

LESSON DEVELOPMENT:

In the first lesson, the teacher will focus on what fishing, hunting and farming occupations are and the environmentally good and bad practices found in each occupation. This should be done through participatory activities such as group work, pair work, field work (especially where farming and fishing are concerned).

For the second lesson, the teacher should plan participatory activities that will bring out reasons why people engage themselves in these occupations. Examples of participatory activities may be debate, group discussion, role-play, visits/field trips (with people in these occupations).

CONCLUSION:

The teacher should plan an exercise to help pupils bring out good and bad practices that characterise the occupations of fishing, hunting and farming and their contribution to good nutrition.

MONITORING AND EVALUATION:

Teacher develops a system of monitoring pupils' participation in activities that involve food production and change of attitude towards fishing, hunting and farming.

GRADE THREE - ENVIRONMENTAL SCIENCE

TOPIC: WATER HYGIENE

SUB-TOPIC: Water Borne Diseases

DURATION: 4 lessons of 30 minutes each

RESOURCES: Charts, water, soap, ash, bottle chlorine

REFERENCES: Grade 3 Environmental Science Pupil's Book, Grade 3 Environmental Science Teacher's Guide

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) list water borne diseases;
- b) identify ways in which water borne diseases are transmitted;
- c) identify signs and symptoms of water borne diseases;
- d) state ways of preventing water borne diseases;

Attitude:

show willingness to prevent transmission of water borne diseases by observing high standards of hygiene;

Physical Skills:

demonstrate correct ways of water treatment to:

- prevent water borne diseases;
- take preventive measures in the spread of water borne diseases;

Psycho-Social Life Skills:

- a) communicate effectively on prevention of water borne diseases;
- b) think critically about ways of transmission and prevention of water borne diseases.

INTRODUCTION:

Teacher should involve pupils in a participatory activity/activities that will bring out the signs and symptoms of water borne diseases by using, e.g. poems, role-play and songs.

LESSON DEVELOPMENT:

In the first lesson the teacher will focus on bringing out 3 types of water borne diseases, i.e. diarrhoea, cholera and dysentery and signs and symptoms of each disease. This may be done by engaging pupils in participatory activity/activities such as group discussions, picture/word matching and many others suitable for the class.

In the second lesson the teacher will focus on the transmission and prevention of the diseases discussed in lesson 1. Methods such as whispering game, use of simplified version of 6F diagrams, may be used.

In the third lesson the teacher will prepare a lesson on transmission of bilharzia. This could be done by filling in the missing parts to complete the circle.

In the fourth lesson, the teacher may engage pupils in participatory activities that will focus on the signs, symptoms and prevention of bilharzia. Activities may include role-play, word matching, picture discussion and story telling.

GRADE THREE - ENVIRONMENTAL SCIENCE

CONCLUSION:

The teacher may involve pupils in activities that may look at what communities/schools would do if they had an outbreak of diseases like cholera and dysentery. The activities could be done through role-play, group discussion, case study and field trip.

MONITORING AND EVALUATION:

The teacher will monitor improved hygienic practices on protection of water sources, safe disposal of faeces and hand washing, e.g. teacher may use the duty rota that is gender inclusive, whispering game and use of suggestion box.

GRADE THREE - SOCIAL, SPIRITUAL, MORAL EDUCATION (SSME)

TOPIC: REPRODUCTIVE HEALTH

SUB-TOPIC: Traditional beliefs associated with HIV/AIDS

DURATION: 3 lessons of 30 minutes each

LEARNING AIDS: Pictures of traditional ceremonies, manila paper and permanent markers

REFERENCES: Grade 3 Social Studies Teachers Guide and HIV/AIDS facts leaflets

OBJECTIVES:

By the end of the lesson, PSBAT (in any form (s) the teacher chooses to use):

Knowledge:

- a) mention traditional beliefs and cultural practices associated with HIV/AIDS;
- b) categorise risky, more risk and most risky traditional beliefs and cultural practices;
- c) discuss measures to be taken to avoid practicing traditional beliefs and cultural practices that encourage the spread of HIV;

Attitudes:

- a) appreciate good traditional beliefs and cultural practices;
- b) respect good traditional beliefs and cultural practices;

Physical Skill:

write a story on traditional beliefs by filling in the blanks;

Psycho-social Life Skills:

- a) demonstrate awareness of the good traditional beliefs and cultural practices;
- b) clarify their values in relation to traditional beliefs and cultural practices associated with HIV/AIDS;
- c) communicate effectively to others on the good and bad traditional beliefs and practices associated with HIV/AIDS.

INTRODUCTION:

The teacher should involve the pupils in any participatory activity that will set the stage for discussing good and bad traditional beliefs and cultural practice in the locality.

LESSON DEVELOPMENT:

In the first lesson the teacher will focus on identifying traditional beliefs and cultural practices associated with HIV/AIDS. This may be done by engaging pupils in a participatory activity such as group discussion to come up with a list of traditional beliefs and cultural practices associated with HIV/AIDS.

In the second lesson, the teacher will focus on helping the pupils to categorise risky, more risky and most risky traditional beliefs and cultural practices associated with HIV/AIDS. This may be done in group and there after present these findings in plenary.

In the third lesson, the teacher should focus on measures to be taken to avoid practicing traditional beliefs and cultural practices that encourage HIV/AIDS infection by giving the pupils a chance to agree, disagree or indicate not sure about the degree of risk of all the traditional beliefs and cultural practices identified.

GRADE THREE - SOCIAL, SPIRITUAL, MORAL EDUCATION (SSME)

CONCLUSION:

The teacher must engage the pupils in a participatory activity that will bring out good and bad traditional beliefs and cultural practices that encourage HIV/AIDS infection.

MONITORING AND EVALUATION:

Pupils report on the frequency of traditional beliefs and cultural practices in the community. Follow up discussion of the implication of the results to be done later.

GRADE FOUR - ENVIRONMENT SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Effects of improper disposal of dry and wet refuse

DURATION: 2 lessons of 30 minutes each

RESOURCES: Charts, showing proper refuse disposal, brooms, cards

REFERENCE: Grade 4 Home Economics Teacher's Book

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge: a) identify the best way/effective ways of disposing of dry and wet refuse;

b) describe the effects of improper refuse disposal;

Attitudes: a) show willingness to dispose of the refuse correctly;

b) appreciate the importance of cleaning the environment;

Physical Skills: a) dispose wet and dry refuse disposal properly;

b) demonstrate the care and cleaning of dustbins;

Psycho-social Life Skills: a) communicate effectively to others on effects of the improper ways of refuse disposal;

b) work as a team to dispose of the dry and wet refuse properly;

c) show awareness of the proper refuse disposal practices.

INTRODUCTION:

The teacher will begin the lesson by focussing on the meaning and classification of the refuse by question and answer, group discussion or any other participatory method the teacher may find useful.

LESSON DEVELOPMENT:

In the first lesson the teacher will use any participatory activity that will bring out the best ways/effective ways of disposing of dry and wet refuse, e.g. case study, drama, role-play and many more. The teacher may give examples such as use of rubbish bin/dust bin, burying, burning and many more. The teacher may also involve the pupils in identifying how they dispose of the refuse, e.g. by having a field trip round the school.

In the second lesson the teacher will focus on the effects of improper disposal of dry and wet refuse. Participatory activities such as role-play, drama, song, poem and many more may be used.

CONCLUSION:

The teacher may involve the pupils in a participatory activity to collect information in the community on how refuse is disposed of. This could be done through role-play, drawing, song and many more the teacher will find useful.

MONITORING AND EVALUATION:

The teacher may inspect pupils sweep the classroom and school surrounding and how they dispose of the refuse collected.

GRADE FOUR - ENVIRONMENTAL SCIENCE

TOPIC: PLANTS

SUB-TOPIC: Care of trees and plants

DURATION: 2 lessons of 30 minutes each

RESOURCES: Water, watering cans, buckets, hoe, hand fork, soap, ash, basin, jug/cup

REFERENCES: Grade 4 Environmental Science Teacher's Guide, Grade 4 Environmental Science Pupil's Book

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:**
- a) state the importance of trees/plants;
 - b) list methods of caring for trees/plants;
 - c) mention proper ways of watering trees/plants;
- Attitudes:**
- a) appreciate the value of trees/plants;
 - b) show willingness in caring for trees/plants;
 - c) realise the importance of gender equity as they fare for trees/plants;
- Physical Skills:**
- a) water trees/plants correctly;
 - b) aerate the soil;
 - c) wash their hands properly after work;
- Psycho-social Life Skills:**
- a) communicate effectively the importance of caring for trees/plants;
 - b) develop good inter personal relations as they work together; and
 - c) think critically on ways and means of caring for tree/plants.

INTRODUCTION:

The teacher will lead the pupils into a participatory activity/activities that will bring out the existence of tree/plants, e.g. field i.e. they can go round and name trees in the school, recite poems, play "who am I" game or conduct the lessons under a tree.

LESSON DEVELOPMENT:

The teacher will use participatory activity/activities which will enable the pupils to bring out the importance of trees and/or plants. This may be done through group discussions, questions and answer, role-play and story telling. The teacher should focus on proper methods of caring for tree/plants, e.g. correct aerating or watering. This would best be done by demonstration. The lesson may be covered in the hot season under a shade for pupils to appreciate trees. The teacher should remember to remind the pupils on the proper ways of hand washing.

CONCLUSION:

The teacher should engage pupils in participatory activities that should focus on each pupil or in groups to identify and care for a tree/plant in the school.

MONITORING AND EVALUATION:

The teacher should monitor the way pupils care for their trees/plants by, e.g. inspecting as they water, aerate, and mulch. S/he could also award marks.

GRADE FOUR - ENVIRONMENTAL SCIENCE

TOPIC: HAND WASHING

SUB-TOPIC: Worms

DURATION: 2 lessons of 30 Minutes

RESOURCES: Worms/Chart showing worm prevention

REFERENCES: Environmental Science Teacher's Guide and Pupils' Book 4

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge: identify signs and symptoms of worm infestation;

Attitudes: a) practice good hygiene to prevent worm infestations;
b) demonstrate willingness to seek help/treatment when infested with worms;

Physical Skill: examine themselves for worm infestation;

Psycho-social Life Skills:

- a) think critically on how to prevent oneself from worm infestation;
- b) be assertive in seeking help and treatment for worm infestation;
- c) communicate effectively amongst themselves, with their teachers and parents;
- d) make decisions in seeking help or treatment when infested with worms.

INTRODUCTION:

The teacher should engage the pupils in a participatory activity that will help them to focus on signs and symptoms of worm infestations and their treatment. This may be in form of a story or mini-drama, etc.

LESSON DEVELOPMENT:

The first lesson will focus on symptoms and prevention of worm infestations. The teacher should prepare participatory activities to bring out real experiences through pair or group discussion based on, e.g. charts.

The second lesson will focus on examination and treatment of worm infestation. The teacher may invite a local health worker to give a talk to the class on worm infestations and their treatment. The health worker may examine the pupils for worms and if possible treat them or give a talk

CONCLUSION:

The teacher may come up with an activity that will review the signs/symptoms, prevention and treatment of worm infestations, e.g. pupils to expand on their knowledge of the 6F diagram or write an exercise on the topic.

MONITORING AND EVALUATION:

Monitor improved practices on hand washing at critical times. Monitor pupils found with worms to ensure that they get treatment.

GRADE FOUR - SOCIAL STUDIES

TOPIC: HIV/AIDS

SUB TOPIC: HIV/AIDS Prevention

DURATION: 1 double lesson of 60 minutes

RESOURCES: Charts, cutting and piercing instruments

REFERENCES: School Health Education to prevent AIDS and STD Teacher's Guide, Longman and Macmillan AIDS Awareness Supplementary Readers

OBJECTIVES:

At the end of the lesson, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:**
- a) list ways of preventing HIV/AIDS;
 - b) explain correct ways of disposing of used piercing and cutting instruments;
- Attitude:** show willingness to campaign against HIV/AIDS;
- Physical Skills:**
- a) demonstrate correct ways of disposing of used razors, needles and syringes;
 - b) dress a cut or wound or sores properly;
- Psycho-social Life Skills:**
- a) communicate effectively on prevention of HIV/AIDS;
 - b) assert themselves when there is peer pressure;
 - c) think critically about consequences of early sexual activities;
 - d) make decisions to delay sexual activities.

INTRODUCTION:

Teacher should involve pupils in a participatory activity/activities that will bring out the ways of preventing HIV/AIDS. This could be done through poems, role play, group discussions and songs, drama and a guest speaker.

LESSON DEVELOPMENT:

In this lesson the teacher will focus on bringing out the preventive measures against HIV/AIDS, and the correct ways of disposing of piercing and cutting instruments. Engaging pupils in participatory activity/activities such as picture discussion and group discussion may do this.

CONCLUSION:

Teacher should involve pupils in activities that may look at what the communities and school would do to prevent the spread of HIV/AIDS. The activities may be a case study, group discussion and role play.

MONITORING AND EVALUATION:

Teacher will monitor improved practices on disposal of cutting/piercing instruments and dressing of wounds, sores and cuts. This could be done through a whispering game and use of a reporting chart.

GRADE FOUR - ENVIRONMENTAL SCIENCE

TOPIC: HIV/AIDS

SUB-TOPIC: Signs and symptoms of HIV/AIDS

DURATION: 2 Lessons of 30 minutes each

RESOURCES: pictures, film, story

REFERENCE: School Health Education to Prevent AIDS and STD

OBJECTIVES:

By the end of the Lesson, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) explain what HIV and AIDS stand for;
- b) mention signs and symptoms of HIV and AIDS;
- c) list advantages and disadvantages of Voluntary Counselling and Testing;

Attitude:

appreciate and accept people living with HIV/AIDS;

Physical Skill:

collect and display articles with HIV/AIDS information for discussion;

Psycho-social Life Skills:

- a) show empathy towards people living with HIV/AIDS;
- b) communicate effectively HIV/AIDS information;
- c) make responsible decisions about their sexual behaviour.

INTRODUCTION:

The teacher will prepare a participatory activity which will lead to explaining what the terms HIV and AIDS mean. The teacher may use pictures for pair or group or class discussion for this activity.

LESSON DEVELOPMENT:

In the first lesson, the teacher will prepare a participatory activity which will focus on the signs and symptoms of HIV/AIDS. The teacher may ask pupils to read a story about people with HIV/AIDS. This could be done through pair or group or class discussion.

In the second lesson, the teacher will focus on the advantages and disadvantages of voluntary counselling and testing. This could be done through debate, role play and mini drama.

CONCLUSION:

The teacher will use a participatory activity that will bring out the signs and symptoms of HIV/AIDS. This may be done through true or false statements, question and answer, pair and group work.

MONITORING AND EVALUATION:

The teacher will monitor the pupils knowledge on signs and symptoms of HIV/AIDS by asking pupils to bring information on HIV/AIDS to class for discussion.

GRADE FIVE - ENVIRONMENTAL SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Refuse disposal

DURATION: 2 lessons of 40 minutes each

RESOURCES: Charts showing refuse, cleaning items, etc.

REFERENCE: Grade 5 Environmental Science

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge: a) describe some refuse disposal practices of the local community;
b) name some indicators of cleanliness;

Attitudes: a) appreciate a clean environment;
b) show willingness to participate in community hygiene activities;

Physical Skill: properly clean the local (school) environment;

Psycho-social Life Skills:
a) effectively communicate with family and community on safe refuse disposal;
b) think critically in assessing community practices in relation to hygiene;
c) make decisions in coming up with indicators of cleanliness in the local community.

INTRODUCTION:

The teacher should come up with participatory activities to act as a recap from grade 4 work on effects of poor community hygiene. This may be in the form of class discussion and question and answer session.

LESSON DEVELOPMENT:

The series will consist of 2 lessons of 40 minutes each. The teacher can arrange a field trip to some nearby locations to show good and bad disposal practices of the local community. Through a general discussion pupils should come up with lists of good and bad disposal practices observed. The teacher can then lead them into discovering some indicators of cleanliness, e.g. refuse pits, latrines, clean water supply, no blocked sewers and drainages.

The second lesson will focus on leading the pupils into a hands on experience in community hygiene activities. Teacher may lead the class to clean at a nearby community water source.

N.B.: Teacher should choose an activity that will not pose a health risk to the children.

CONCLUSION:

A simple written exercise should be given to pupils to summarise the bad disposal practices in the local community and list down the good indicators of cleanliness.

MONITORING AND EVALUATION:

The teacher should monitor refuse disposal practices in the school by daily inspection.

GRADE FIVE - ENVIRONMENTAL SCIENCE

TOPIC: TRANSMISSION OF DISEASES

SUB-TOPIC: Common Parasites and Bacteria transmitted by dirty hands

DURATION: 2 lessons of 40 minutes each

RESOURCES: Tissue paper, water, basin, soap, jug, chart, word cards, strips of arrows and any other suitable local materials, e.g. ash, newspaper.

REFERENCES: Grade 5 Environmental Science – Teacher's Book, Grade 5 Home Economics – Teacher's Book and any other suitable books

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) name common parasites transmitted by dirty hands;
- b) identify the diseases that these parasites cause;
- c) suggest preventive measures that can be taken to stop the transmission;
- d) explain how dirty hands transmit parasites;

Attitudes:

- a) appreciate the washing of hands at critical times;
- b) show willingness to wash hands and encourage others to do the same;
- c) desist from shaking hands indiscriminately;

Physical Skill:

demonstrate proper ways of washing hands;

Psycho-social Life Skills:

- a) effectively communicate to others the importance of washing hands at critical times;
- b) show awareness of washing their hands at critical times in a proper way;
- c) make decisions about washing hands at critical times;
- d) solve problems by improvising in the absence of known cleaning materials.

INTRODUCTION:

The teachers should come up with any brief participatory activity that will make pupils arrive at naming common parasites that cause diseases related to not washing hands correctly at critical times. This could be done through question and answer session, role-play and case study.

LESSON DEVELOPMENT:

In the first lesson, the teacher should use an activity/activities that would lead pupils into naming parasites that are common in their area and can cause diseases related to not washing hands correctly at critical times, e.g. a sketch showing someone playing with wet soil for case study.

The second lesson should focus on how dirty hands transmit parasites and how this transmission can be prevented. Activities may include 6F diagram. Demonstrations of correct hand washing at critical times.

The teacher should also engage pupils into a participatory activity arriving at suggesting

GRADE FIVE - ENVIRONMENTAL SCIENCE

preventive measures, e.g. washing of hands with soap, ash, cutting of nails short if not kept clean, correct disposal of waste, avoiding indiscriminate shaking of hands and deworming.

CONCLUSION:

Teacher could give homework to pupils to research on locally known diseases caused by parasites that are transmitted by dirty hands, their prevention and treatment, e.g. a matrix table may be used.

MONITORING AND EVALUATION:

Monitor improved habits on hand washing, especially at critical times, e.g. through observation, interviews.

GRADE FIVE - SOCIAL STUDIES

TOPIC: PRESERVATION OF NATURE

SUB-TOPIC: Deforestation

DURATION: 2 lessons of 40 minutes each

RESOURCES: Wheel burrow, spade, water, soap, ash, and container

REFERENCES: Grade 5 Social Studies Pupil's Book, Grade 5 Social Studies Teacher's Guide

OBJECTIVES:

By the end of the lessons, PSBAT (in any form(s) you choose to use).

Knowledge:

- a) state the causes of deforestation;
- b) mention 5 effects of cutting down trees;

Attitudes:

- a) appreciate the value of trees;
- b) willingly plant new plants;

Physical Skill:

demonstrate the correct ways of planting and caring for trees;

Psycho-social Life Skills:

- a) work as a team in the planting and caring of trees; and
- b) communicate effectively on the effects of deforestation.

INTRODUCTION:

The teacher should come up with brief participatory activity/activities which will bring out the definition of deforestation.

LESSON DEVELOPMENT:

In the first lesson the teacher will focus on the causes of deforestation. The teacher may use participatory activities such as role-play, drawing, group discussion and many more.

For the second lesson the teacher should come up with a practical activity to demonstrate planting and caring of trees. The teacher may lead the pupils into planting and caring for trees in the school surrounding. After the practical activity pupils should wash their hands properly.

CONCLUSION:

The teacher may use a rota to ensure that the pupils will care for the newly planted trees in the school or carry out a survey on the effects of deforestation through a questionnaire.

MONITORING AND EVALUATION:

The teacher should monitor the growth rate of the plants and keep a record of such growth.

GRADE FIVE - HOME ECONOMICS

TOPIC: HOME NURSING

SUB-TOPIC: Care of the HIV infected and affected

DURATION: 2 double lessons of 80 minutes each

RESOURCES: Wall charts, food group charts, ingredients (eggs, fruits, green vegetables, mealie-meal, fish).

REFERENCES: Home Economics Grade 5 Pupils' Book, Grade 5 Life Skills Pupils' Book, Food for People Living with HIV/AIDS, HIV/AIDS Awareness Supplementary Readers.

OBJECTIVES:

At the end of these lessons, PSBAT (in any form (s) the teacher choose to uses):

Knowledge:

- a) list down foods suitable for an HIV/AIDS patient;
- b) mention foods that should not be given to an HIV/AIDS patient;
- c) state home based care activities that can be used in helping HIV/AIDS patients;
- d) identify simple ailments in HIV/AIDS patients;

Attitudes:

- a) practise good hygiene when handling HIV/AIDS patients;
- b) willingly look after HIV/AIDS patients in their communities;

Physical Skills:

- a) prepare simple nutritious meals for HIV/AIDS patients correctly;
- b) take preventive measures against the spread of HIV/AIDS;
- c) give First Aid to HIV/AIDS patients;
- d) supervise the daily taking of drugs;

Psycho-social Life Skills:

- a) make decisions concerning suitable foods to be given to HIV/AIDS patients;
- b) communicate effectively on the care of the HIV/AIDS infected and affected.

INTRODUCTION:

The teacher should involve pupils in participatory activities that will bring out the need to care for the people infected and affected using poems, role play, songs and story telling.

LESSON DEVELOPMENT:

In the first lesson, the teacher will focus on bringing out suitable foods and foods to be avoided by HIV/AIDS patients. Engaging pupils in group discussions, demonstrations and story telling, may do this. In the second lesson, the teacher will focus on Home based care and first aid for HIV/AIDS patients. Engaging pupils in group discussion, story telling, question and answer and demonstrations may do this.

CONCLUSION:

The teacher will involve pupils in activities that will bring out what families should do in caring for an HIV/AIDS patient. The activities could be role play, group discussion and case study.

MONITORING AND EVALUATION:

The teacher will monitor through reports from pupils who have patients at home/community on how they are caring for them.

GRADE FIVE - SOCIAL STUDIES

TOPIC: HIV/AIDS COUNSELLING

SUB-TOPIC: Basic Counselling

DURATION: 2 Lessons of 40 minutes each

RESOURCES: Personal experience on counselling sessions

REFERENCES: HIV/AIDS leaflets, Training in Counselling Skills manual

OBJECTIVES:

By the end of this lesson, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) define counseling;
- b) explain the Voluntary Counselling and Testing;
- c) state the importance of HIV/AIDS Counselling;

Attitudes:

- a) appreciate the importance of counselling;
- b) develop positive behaviors towards the Voluntary Counselling and Testing;
- c) show willingness to counsel persons affected and infected with HIV/AIDS;

Physical Skill:

form a class counselling committee;

Psycho-social Life Skills:

- a) show awareness of the Voluntary Counselling and Testing Services;
- b) empathize with the persons affected and infected with HIV/AIDS.

INTRODUCTION:

Teacher to involve pupils in any brief participatory activity that will bring out their understanding of counselling. This may be done through group discussions, role-play or simple questionnaire.

LESSON DEVELOPMENT:

During the lessons, the teacher will engage pupils in participatory activities that will focus on the voluntary counselling and testing with an emphasis on the pre and post testing. This may include role-play, group discussion or study visit.

CONCLUSION:

The teacher together with the pupils will engage in a participatory activity focusing on the importance of the formation of Class Counselling Committees. This may be done through activities such as voting, role-play or group discussions.

MONITORING AND EVALUATION:

The teacher will monitor improved Counselling Skills by engaging the pupils into participatory activities that will make them report on their counselling activities undertaken during the week. This can be done in their Counselling Committees.

GRADE FIVE - SOCIAL STUDIES

TOPIC: COUNSELLING

SUB-TOPIC: Youth Friendly Health Corners

DURATION: 2 Lessons of 40 minutes each

RESOURCES: Pictures of clinics/hospitals, brochures from Care International, Planned Parenthood Association of Zambia, Society for Family Health

REFERENCES: Food and Agriculture Organisation (FAO), AIDS Fact Sheets, Grade 5 Social Studies Pupils Book, Family Life Education: a Manual for Parent Educators

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:** a) describe Youth Friendly Health Corners;
b) explain how such corners are managed and what they do;
- Attitude:** show appreciation for Youth Friendly Corners at schools/clinics;
- Physical Skills:** a) identify Youth Friendly Corners in schools, clinics, and hospitals;
locate and use Youth Friendly Corners;
b) create Youth Friendly Corners;
- Psycho-social Life Skills:**
a) assist in making decisions on taking medication;
b) communicate effectively to fellow peers on the need for openness and the importance of visiting the Youth Friendly Corners;
c) communicate with others on possible treatment for opportunistic infections.

INTRODUCTION:

Teacher should involve pupils in a participatory activity that will highlight the importance of Youth Friendly Health Corners. This may be done through group discussions or brainstorming.

LESSON DEVELOPMENT:

In the first lesson, the focus will be on what Youth Friendly Health Corners are and how trained peer educators manage them. This may be done through participatory activities such as group discussions, question and answer or role-play.

The second lesson will focus on the importance of visiting Youth Friendly Health Corners with emphasis on treatment of opportunistic infections. This should be done through participatory activities like role-play or miming.

CONCLUSION:

The Teacher can devise participatory activities where pupils will locate Youth Friendly Health Corners and mention types of services that are offered.

MONITORING AND EVALUATION:

The teacher will visit the Youth Friendly Corner, get data on cases reported, evaluate, and monitor the use of Friendly Health Corner by the youth as well as its impact in relation to HIV/AIDS and behavior change.

GRADE SIX - ENVIRONMENTAL SCIENCE

TOPIC: PERSONAL HYGIENE

SUB-TOPIC: Worms

DURATION: 3 lessons of 40 minutes each

LEARNING RESOURCES: Soil/worms, cards, arrows, plain chart, markers, water

REFERENCES: Grade 6 Environmental Science Teacher's Guide and Pupil's Book

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) you choose to use):

Knowledge:

- a) name common worms that affect human beings in the area;
- b) state how such worms are transmitted;
- c) explain ways in which worm transmissions can be prevented;
- d) state measures to be taken when infected with worms;

Attitudes:

- a) accept that anyone may get worm infection;
- b) accept that worm transmissions can be prevented;
- c) willingly receive treatment when infected with worms;
- d) show willingness to wash hands at critical times;

Physical Skills:

- a) draw various types of worms;
- b) investigate the presence of worms in the soil;
- c) demonstrate the correct way of hand washing;

Psycho-social Life Skills:

- a) communicate effectively to others on worm transmission, prevention and treatment;
- b) make decisions on the importance of hand washing at critical times.

INTRODUCTION:

The teacher to come up with any participatory activity that will lead the pupils to the concept of worms through, constructing sentences from jumbled words correctly: you/ill/worms/might/get/if/you/be.

LESSON DEVELOPMENT:

In the first lesson, the focus should be on naming the types of worms as well as investigating the presence of worms in the soil. The teacher should use participatory activities such as group discussion and field visits.

In the second lesson, the teacher should prepare a participatory activity which will focus on the transmission of worms from various sources to human beings as well as how transmission can be prevented. The 6F diagram (p. 50) on disease transmission may be very helpful in this lesson.

In the third lesson, the teacher should involve pupils in participatory activities that will lead them to finding out what to do when one gets infected with worms. These may include role-play, mini drama and miming.

GRADE SIX - ENVIRONMENTAL SCIENCE

CONCLUSION:

The teacher should summarise the lesson by asking questions on various types of worms and how worm transmission can be prevented or a study tour of a clinic to find out information on worm transmission prevention.

MONITORING AND EVALUATION:

The teacher will monitor improved knowledge of the worm transmission, prevention and treatment. This could be done by visiting the local clinic or interview pupils.

NOTE: These lessons should be taught in term 1.

GRADE SIX - ENVIRONMENTAL SCIENCE

TOPIC: ECOLOGY

SUB-TOPIC: Food Chains

DURATION: 2 lessons of 40 minutes each

LEARNING RESOURCES: Charts showing plant and animal sources of food

REFERENCES: Environmental Science Teacher's Guide Book 6 and Pupil's Book 6

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) classify plant and animal sources;
- b) define food chain;
- c) explain food chain;

Attitudes:

- a) appreciate the existence of plants and animals as sources of food;
- b) appreciate the interdependence between animals and plants.

Physical Skill:

draw simple food chains;

Psycho-social Life Skills:

- a) show awareness of the dangers of destroying plant and animal life indiscriminately;
- b) communicate to others the importance of plant and animal life.

INTRODUCTION:

The teacher should involve pupils in participatory activities which will focus on the different types of food from plants and animals which they normally eat. The activity may be a song, poem, role-play and guessing game.

LESSON DEVELOPMENT:

In the first lesson, the teacher should initiate an activity which will lead pupils into classifying foods into plant source or animal source using the foods on charts in pairs, groups or individually. The teacher may proceed in another activity to demonstrate the interdependence between plants and animals for food. The lesson should at this stage bring out the concept of a food chain. The food chain with three trophic levels is all what is required at this stage, e.g. Grass > Grasshopper > Bird.

The second lesson should consist of an activity to physically study some simple food chains. The activity may be a field trip in the sports grounds, bush, game conservation area, etc.

CONCLUSION:

Teacher may ask the pupils to draw at least three simple food chains of their choices. Pupils may use cardboard paper to make food chains and can display them in their classroom. Pupils may also come up with an action plan in protecting and enhancing plant and animal life. The action plan should address issues of how to combat deforestation, indiscriminate killing of animals and how pupils can participate in tree planting.

MONITORING AND EVALUATION

The teacher will monitor activities of pupils' clubs (e.g. Chongololo) involved in the tree planting and dissemination of information on conservation.

GRADE SIX - ENVIRONMENTAL SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Safe Refuse Disposal

DURATION: 2 lessons of 80 minutes each

RESOURCES: Types of rubbish and dirt, chart of pupils cleaning surrounding, brooms, dust bin, hoes, shovels, wheel burrow

REFERENCES: Primary School Health Education, SHN Teacher's Guide

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:**
- a) name the methods of refuse disposal;
 - b) state the advantages and disadvantages of each method;
 - c) list types of materials to be used in the different methods of refuse disposal;
- Attitudes:**
- a) show willingness to sweep or pick up rubbish whenever they see it;
 - b) appreciate a gender inclusive cleaning rota;
- Physical Skills:**
- a) dig a rubbish and compost pit in the right position with correct measurement;
 - b) sort out rubbish which can or cannot rot and dispose accordingly;
- Psycho-social Life Skills:**
- a) make correct decisions on modes of refuse disposal;
 - b) communicate effectively to others the importance of safe refuse disposal.

INTRODUCTION:

The teacher will lead the pupils into participatory activity/activities that will lead into identifying different types of dirt and rubbish. This could be done through field trips, group discussion and brainstorming.

LESSON DEVELOPMENT:

The first lesson will focus on making compost manure. The teacher will lead pupils into participatory activity/activities which will demonstrate the correct preparation of compost manure. The activity or activities may involve: A game to sort out rubbish that rots and that doesn't rot, digging a compost pit with correct measurements, the correct layering of the rubbish, ash and soil.

N.B.: In both lessons teacher must ensure gender equity in terms of participation in the activities.

CONCLUSION:

As a way of concluding, the teacher should engage the pupils in participatory activities that will focus on, e.g. drawing a three-dimensional compost pit, or making a gender inclusive cleaning rota. This can be done through group discussion and brainstorming.

MONITORING AND EVALUATION:

The teacher will physically inspect how the pupils clean the school area, equipment used and how they dispose off the rubbish collected.

GRADE SIX - SOCIAL STUDIES

TOPIC: COUNSELLING

SUB TOPIC: HIV/AIDS Counselling Services

DURATION: 2 Lessons of 40 minutes each

RESOURCES: Felt pens, markers, flip charts

REFERENCES: HIV/AIDS Leaflets, Training teachers in Counselling Skills Trainers manual, School Health Education to prevent AIDS and STD booklet

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

- Knowledge:**
- a) identify organisations that provide counselling services in the communities;
 - b) list counselling services offered by various organisations;
 - c) explain the procedure for accessing counselling services;
- Attitudes:**
- a) appreciate organisations that provide counselling services;
 - b) show willingness to use counselling service;
- Physical Skill:** keep a record of support activities they do in their areas for the sick;
- Psycho-social life Skills:**
- a) communicate effectively to others on the organisations that provide counselling services;
 - b) guide others to access counselling services.

INTRODUCTION:

Teacher should involve pupils in participatory activity that will lead to identifying organisations or institutions in their areas that offer counselling services.

LESSON DEVELOPMENT:

In the first lesson, the teacher should focus on listing the organisations that offer counselling services and indicate the activities of these organisations/institutions with emphasis on services such as voluntary counselling and testing support, i.e. emotional, economic, social, spiritual and legal. This may be done by engaging pupils in participatory activities such as group discussions, field trip, research.

In the second lesson, the teacher will engage pupils in participatory activities that will focus on the procedure for accessing counselling services eg. referrals. Activities may include research, group discussions.

CONCLUSION:

Teacher should involve pupils in an activity that will itemise all the counselling organisations, activities they do and where they are found.

NB: Pupils and teacher could keep updating the list.

MONITORING AND EVALUATION

Teacher will mention improved compassionate and support activities by involving pupils in activities such as tabulating in some kind of action plan what they will do for the sick in society.

GRADE SIX - SOCIAL STUDIES

TOPIC: COUNSELLING SERVICES

SUB-TOPIC: Access Available Counselling Services

DURATION: 2 Lessons of 40 minutes each

RESOURCES: List of counselling organisations, pamphlet on "What is HIV/AIDS"

REFERENCES: School Health Education to Prevent AIDS and STD, Teachers' Guide

OBJECTIVES:

By the end of the lesson, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) list organisations which offer counselling services;
- b) indicate where they are found;
- c) state their areas of specialisation;

Attitudes:

- a) willingly access available counselling services by;
- b) seeking help from counselling organisations if they have social problems;
- c) appreciating the role and importance of counselling services;

Physical Skill:

demonstrate the skills involved in counselling;

Psycho-social Life Skills:

- a) communicate effectively to other the counselling messages on social problems related to HIV/AIDS pandemic;
- b) critically think about ways of living positively if infected with HIV by seeking advice from counselling centres.

INTRODUCTION:

The teacher should involve pupils in a participatory activity/activities that will bring out circumstances when they should seek assistance of counselling services to solve their social problems. For example, through role-play, group work, open-ended case studies or brainstorming.

LESSON DEVELOPMENT:

In step one of the lesson, the teacher/pupils should focus on identifying various counselling organisations, where they are found and their specialisation. The following are examples to guide the teacher:

- **Copperbelt Health Education Project**, P.O. Box 23567, KITWE.
Research, training and production of health education materials, focussing on HIV/AIDS, STDs and TB.
- **Kara Counselling and Training**, Trust Hope House, P.O. Box 37559, LUSAKA.
Found also in Choma and Ndola.
HIV/AIDS Counselling and Testing, Hospice Skills training and peer education.
- **Planned Parenthood Association of Zambia**, Kwacha House, 7th Floor, Cairo Road, P.O. Box 32221, LUSAKA.
Family Planning, Reproductive Health, Women's Empowerment, HIV/AIDS Counselling and Research.

GRADE SIX - SOCIAL STUDIES

- **Society for Women and AIDS in Zambia**, P.O. Box 50270, LUSAKA.
Information, sex education, condom distribution, country wide outreach, HIV/AIDS counselling.
- **World Vision International**, P.O. Box 31083, LUSAKA.
Safer sex promotion and education of truckers and sex workers at five border posts.
- **Panos Southern Africa**, P.O. Box 39163, LUSAKA.
Develops communications for social change and development in Southern Africa.
- **Family Health Trust**, P/B E243, LUSAKA.
HIV/AIDS Education for communities throughout Zambia; home-based care.
- **National AIDS Council**, Independence Avenue, P.O. Box 38718, LUSAKA.
Coordinating national response to HIV/AIDS/STDs/TB, providing technical guidance and mobilising resources.
- **Society for Family Health**, Plot 39, Central, St. Jesmondine, P.O. Box 500770, Lusaka.
Safer sex information, condom promotion and distribution nation wide.
- **Tasintha**, Malambo Road, P.O. Box 35758, LUSAKA.
Safer sex education and skills training for ex sex workers in Lusaka, Copperbelt and Northern Provinces.
- **YWCA**, Nationalist Road, P.O. Box 50115, LUSAKA.

CONCLUSION:

The teacher should involve pupils in an activity to itemise all counselling organisations in their locality, where they are found, and what they do.

N.B.: The list should be updated by the teacher and the pupils.

MONITORING AND EVALUATION:

Pupils should visit an institution on the identified list and present reports.

GRADE SEVEN - HOME ECONOMICS

TOPIC: HYGIENE

SUB-TOPIC: Care and cleaning of pit latrines

DURATION: 4 lessons of 40 minutes each

RESOURCES: Brooms, soap, ash, buckets, water, latrine lid

REFERENCES: Environmental Science Pupil's Book Grade 7, Environmental Science Teacher's Book Grade 7, Home Economics Pupil's Book Grade 6 and 7, Home Economics Teacher's Book Grade 6 and 7

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) identify proper cleaning materials;
- b) mention the different ways of cleaning and caring for toilets;

Attitude:

appreciate the importance of care and cleaning of latrines;

Physical Skill:

demonstrate the care and cleaning of the pit latrine;

Psycho-social Life Skill:

communicate to others about the consequences of using a dirty pit latrine.

INTRODUCTION:

Teacher may lead the pupils into an activity/activities that will depict the effects of not taking care of the pit latrines, e.g. a role-play, poem and drama.

LESSON DEVELOPMENT:

The teacher should think of any participatory activity which may focus on identifying the materials needed for cleaning the pit latrines, e.g. each pupil to pick one cleaning material, name it and say the use.

The teacher will lead the pupils into an activity, which will emphasise the need for proper care of the pit latrine, e.g. doing a role-play or a game, which will bring out alternative materials they could use in place of bought items.

The teacher will lead the pupils into an activity/activities which will involve proper latrine cleaning techniques, e.g. demonstration of proper and improper steps of cleaning the pit latrines.

CONCLUSION:

Prepare activities that will ensure the daily cleanliness of the pit latrine, e.g. producing a duty rota or provision of cleaning materials.

MONITORING AND EVALUATION

As teacher evaluates the lesson s/he should focus on individual learner's cognitive social/spiritual/moral/physical and emotional needs.

The teacher should make frequent visits to the toilets to monitor cleanliness.

GRADE SEVEN - ENVIRONMENTAL SCIENCE

TOPIC: WATER HYGIENE

SUB-TOPIC: Water Sources

DURATION: 2 lessons of 40 minutes each

RESOURCES: Questionnaires, Data collection and analysis Chart

REFERENCES: Environmental Science Teacher's Guide and Pupils' Book Grade 7

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge: a) identify hygienic and unhygienic practices at water points or sources in the community;

Attitudes: a) appreciate the importance of looking after water sources well;
b) develop a sense of responsibility for communal facilities;

Physical Skills: a) collect data and analyse it;
b) clean and maintain water sources;

Psycho-social Life Skills: a) effectively communicate to others on the need to have safe water sources;
b) make decisions on keeping the water sources safe;
c) use critical thinking to analyse practices at water sources.

INTRODUCTION:

The teacher will involve pupils in participatory activities which may lead them to come up with different sources of drinking water in their community. This could be done through group discussion and question and answer.

LESSON DEVELOPMENT:

In the first lesson the teacher will engage pupils in participatory activities which will focus on appropriate ways of making pupils to go out and survey the water sources. Teacher may design his own form for pupils to use in the survey or can refer to the one attached.

For the second lesson, the teacher will focus on data analysis. This could be done through compiling and analysing in, e.g. graphs, pie chart, tables and diagrams.

CONCLUSION:

A class discussion can follow on actions that can be taken to address unhygienic practices at water sources.

MONITORING AND EVALUATION:

The teacher should monitor improved practices at water sources by making frequent visits.

GRADE SEVEN - ENVIRONMENTAL SCIENCE

TOPIC: ENVIRONMENTAL MANAGEMENT

SUB-TOPIC: Ecology

DURATION: 2 lessons of 40 Minutes each

RESOURCES: Charts, word cards, the environment

REFERENCES: Environmental Science Pupils' Book and Teacher's Guide Book 7

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) classify members of a food chain as producers, consumers and decomposers;
- b) explain a food web;
- c) link different food chains to form webs;

Attitudes:

- a) practice good hygiene to prevent worm infestations;
- b) demonstrate willingness to seek help/treatment when infested with worms;

Physical Skills:

- a) demonstrate the skill of planting and nurturing of trees;
- b) draw food webs;

Psycho-social Life Skills:

- a) show awareness of the effects of destroying vegetable on food chains and food webs;
- b) think critically when classifying members of a food chain and when linking them up to form food webs;
- c) effectively communicate with each other, with their teachers and their parents on the importance of all the members of food chains;
- d) make decisions on when and where to plant trees.

INTRODUCTION:

Teacher should initiate an activity to bring out the issue of inter-dependence in the body, e.g. how the parts of the body depend on each other in order for the body to function effectively. This could be done through song and story line.

LESSON DEVELOPMENT:

The first lesson should focus on classifying members of a food chain as producers, consumers and decomposers. This could be done by using participatory activities such as word/work cards, charts and matching.

The second lesson should focus on developing food webs from food chains. This could be done by using participatory activities such as charts, games, songs and work/word cards.

CONCLUSION:

The interdependence of all members of a food chain or food web should be emphasised by the teacher through participatory activities, e.g. using word cards.

MONITORING AND EVALUATION:

Monitor improved attitudes of pupils towards environment, e.g. participating in tree-planting in the school and the community.

GRADE SEVEN - ENVIRONMENTAL SCIENCE

TOPIC: COMMUNITY HYGIENE

SUB-TOPIC: Safe disposal of Refuse

DURATION: 3 lessons of 40 minutes each

RESOURCES: Communities near school, survey sheet

REFERENCES: Environmental Science Hand book, any other relevant materials on community hygiene

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) identify types of refuse in the school surroundings and community;
- b) list the methods of disposing of refuse in the school and community;
- c) suggest safe ways of disposing of refuse;

Attitudes:

- a) encourage each other and the community to practice methods of safe refuse disposal;
- b) practice methods of safe refuse disposal;
- a) appreciate cleanliness in the school and surrounding community;

Physical Skills:

- a) conduct the survey and analyze data collected;
- b) dispose of refuse safely;

Psycho-social Life Skills:

- a) communicate effectively when conducting the survey;
- b) work together with the community in disposing of refuse safely.

INTRODUCTION:

The teacher will come up with a participatory activity to draw from pupils how they dispose of refuse, e.g. the teacher may use a quiz, (set of leading questions), pair work and group discussion.

LESSON DEVELOPMENT:

This being a practical topic, for **lesson one**, the teacher will introduce and discuss the survey instrument with the pupils to ensure its clarity. A mock survey would be conducted in class to validate the instrument. A sample questionnaire (page 43) may include questions such as the ones below.

NOTE: After the first lesson, the teacher will seek permission from the local authority in the area to conduct the survey.

For **lesson two**, the pupils will go out to conduct the survey. The teacher will use any appropriate method of organising pupils for the survey, e.g. pairs and small groups. At the end of the second lesson the teacher will collect the questionnaires for safe-keeping.

Lesson three will focus on data analysis and make recommendations to the local authority on safe ways of refuse disposal.

GRADE SEVEN - ENVIRONMENTAL SCIENCE

SAMPLE QUESTIONNAIRE - WASTE DISPOSAL

1. Does the household have a rubbish pit ? Yes No

2. If NO, where does the family dispose of:

- a) dirty water garden anywhere in the yard in flowers pond
 toilet
- b) left over food as above and rubbish pit rubbish heap feed domestic animals & pets
- c) faeces bury own toilet communal toilet neighbour's toilet
 rubbish pit rubbish heap bush

3. Do you separate refuse/rubbish that rots (e.g. leaves, grass) from the one that does not rot (e.g. glass, plastic)?

Yes No

4. How do you dispose of refuse that rots?

We bury burn recycle make compost

5. How do you dispose of refuse that doesn't rot?

We bury burn recycle make compost

6. Observe if the maintenance of surroundings is clean dirty

CONCLUSION:

Teacher with pupils will make a plan of action to go and demonstrate safe refuse disposal.

MONITORING AND EVALUATION:

Monitor impact of the survey, e.g. through observations, interview with school pupils, and the community.

GRADE SEVEN - INDUSTRIAL ARTS/HOME ECONOMICS

TOPIC: ENTREPRENEURSHIP

DURATION: 4 Lessons of 40 minutes each

RESOURCES: Pictures of income generating activities and tools required for the concerned activities

REFERENCES: Grade 7 Industrial Arts/Home Economics Pupil's Book, Grade 7 Industrial Arts/Home Economics Teachers' Guide

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) state the meaning of entrepreneurship;
- b) identify the entrepreneurship/business skills;
- c) list income generating activities;

Attitudes:

- a) appreciate the importance of entrepreneurship;
- b) show interest in income generating activities;

Physical Skills:

- a) demonstrate entrepreneurship skills needed in income generating activities;
- b) practice entrepreneurship skills;

Psycho-social Life Skills:

- a) communicate effectively as they market their products;
- b) think creatively and critically as they make or order goods for sale;
- c) make decisions on the location and type of their business;
- d) negotiate effectively in the buying and selling of their goods.

INTRODUCTION:

The teacher should involve pupils in a participatory activity that will bring out how their parents or guardians earn their living. This could be done through pair, group and class discussions or role play.

LESSON DEVELOPMENT:

The first lesson will focus on the meanings of the terms entrepreneurship, profit, loss and on the entrepreneurship skills. This could be done through group discussion or question and answer, brainstorming or case study.

The remaining three lessons will focus on income generating activities, research, budgeting, effective communication and negotiation skills and being polite. Pupils will have to identify income generating activities and state the entrepreneurship skills to be used in each. Pupils could practice the entrepreneurship skills by thinking of the income generating activities such as vegetable growing, poultry, keeping pigs, rabbits or cattle. Pupils then list the entrepreneurship skills that are required to do the activity chosen. Pupils may work in pairs or groups. The teacher may allow some pairs or groups to role-play the activities chosen. They may also use mini drama or field trips.

CONCLUSION:

Teacher should engage pupils in a participatory activity that will make them, a) choose (with

GRADE SEVEN - INDUSTRIAL ARTS/HOME ECONOMICS

reasons) income generating activities that could be done at school and at home, b) state the entrepreneurship skills to be used.

This could be done through a case study, field trip, mini drama, role play and pair or group discussion.

MONITORING AND EVALUATION:

The teacher will monitor and evaluate the income generating activities pupils have decided to carry out in the school and check whether the pupils are practising the entrepreneurship skills.

The activities may include:

- growing and selling vegetables;
- making items (in Home Economics or Industrial Arts subjects) and selling them;
- buying and reselling items.

GRADE SEVEN - HOME ECONOMICS

TOPIC: CONSUMER EDUCATION

SUB-TOPIC: Consumer rights

DURATION: 3 Lessons of 40 minutes each

RESOURCES: Food labels, materials on food legislation, fact sheets

REFERENCES: Fact sheets, Grade 7 Home Economics Teachers' books, Food and Drug Act

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) explain the rights of a consumer;
- b) state consumer legislation;
- c) describe available consumer redress;

Attitude:

appreciate human rights with respect to the consumer;

Physical Skills:

- a) read and interpret food labels;
- b) collect food labels and arrange them in various categories;

Psycho-social Life Skills:

- a) assert themselves by not accepting sub standard goods and services;
- b) negotiate their way out of a breach of consumer rights;
- c) make decisions on what to buy;
- d) display interpersonal relationships in dealing with violation of consumer rights;
- e) communicate effectively to others the importance of reading food labels;
- f) show their awareness of consumer rights, regulations and methods of redress.

INTRODUCTION:

The teacher should lead the class into a participatory activity that will focus on what to do if one bought a defective or sub standard item from a shop. This could be done by a role-play, class discussion, brainstorming or story telling.

LESSON DEVELOPMENT:

In this lesson, the teacher will focus on consumer rights, regulations and regulatory bodies. This could be done through research, group discussion, brainstorming or field trip.

CONCLUSION:

The teacher to engage pupils in a participatory activity that will involve them in preparing information leaflets, i.e. consumer rights, regulations and regulatory bodies. This could be done through brainstorming and group discussion.

MONITORING AND EVALUATION:

The teacher and pupils keep a record of incidents of Consumer Rights Violations. Pupils to maintain a scrapbook of newspapers and magazines on issues related to consumer education.

GRADE SEVEN - HOME ECONOMICS

TOPIC: TRANSMISSION ROUTES FOR HIV/AIDS

SUB-TOPIC: Mother to child transmission

DURATION: 1 double Lesson of 80 minutes

RESOURCES: Charts, flipchart paper, permanent markers

REFERENCES: Grade 7 Environmental Science Teachers' book, School Health Education to prevent AIDS and STDs-Teacher Guide

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) explain the term Mother to Child transmission;
- b) describe way of HIV is transmitted from mother to child;
- c) explain the prevention of mother to child transmission of HIV;

Attitude:

appreciate the intervention to prevent mother to child transmission;

Physical Skill:

form and/strengthen Anti-AIDS Clubs in school and community;

Psycho-social Life Skills:

- a) communicate effectively to others about the prevention/reduction of mother to child transmission;
- b) show empathy towards children who are HIV positive.

INTRODUCTION:

The teacher should involve pupils in participatory activities that will bring out modes of transmission of HIV. This may be done through group discussion, sharing personal experiences and poems.

LESSON DEVELOPMENT:

In this lesson, the teacher will engage pupils in participatory activities that focus on, (i) three modes of Mother to Child transmission and (ii) prevention of Mother to Child transmission. This could be done through group discussion, field trips, inviting a guest speaker, role play or case study.

CONCLUSION:

The teacher will involve the pupils in a participatory activity that will focus on reducing Mother to Child Transmission of HIV. This may be done through, role-play, group discussions, case studies or field trip.

MONITORING AND EVALUATION:

The teacher will monitor activities of the Anti-AIDS clubs in school and communities.

GRADE SEVEN - MATHEMATICS

TOPIC: STATISTICS

SUB-TOPIC: HIV/AIDS statistics

DURATION: 2 Lessons of 40 minutes each

RESOURCES: Chart, Mathematical Set, crayons, Flipchart Clinic/Hospital data

REFERENCE: HIV/AIDS in Zambia; Background, Projections, Impact, Interventions MOH/BoH, September 1999

OBJECTIVES:

By the end of these lessons, PSBAT (in any form(s) the teacher chooses to use):

Knowledge:

- a) state the methods of data collection on HIV/AIDS infection;
- b) analyse the data on HIV/AIDS infection and condom supply;
- c) mention the advantages and disadvantages of condom use;
- d) mention proper methods of condom disposal;

Attitude:

appreciate the use and disposal of condoms;

Physical Skills:

- a) demonstrate improved data collection and analysis skills;
- b) analyse data collected;
- c) demonstrate proper condom disposal methods;

Psycho-social Life Skills:

- a) communicate effectively to others on the proper use and disposal of condoms;
- b) make responsible decisions on the use of condoms.

INTRODUCTION:

The teacher should involve pupils in participatory activity/activities that will focus on methods of data collection. This could be done through brainstorming, group discussion and question and answer.

LESSON DEVELOPMENT:

The first lesson will focus on proper use of condoms and disposal. This could be done through a demonstration, group discussion, or questionnaire.

The second lesson will focus on data collection of HIV/AIDS infection and condom supply. This could be done through an interview, focus group discussion or questionnaire. It will also focus on the analysis and interpretation of data collected. The analysis could be presented by using the bar graphs, pie charts, histograms and line graphs. This could be done in pairs or small groups.

CONCLUSION:

The teacher will involve the pupils in a participatory activity that will bring out issues of unprotected sex. This could be done through, group discussion, brainstorming and whispering game.

MONITORING AND EVALUATION:

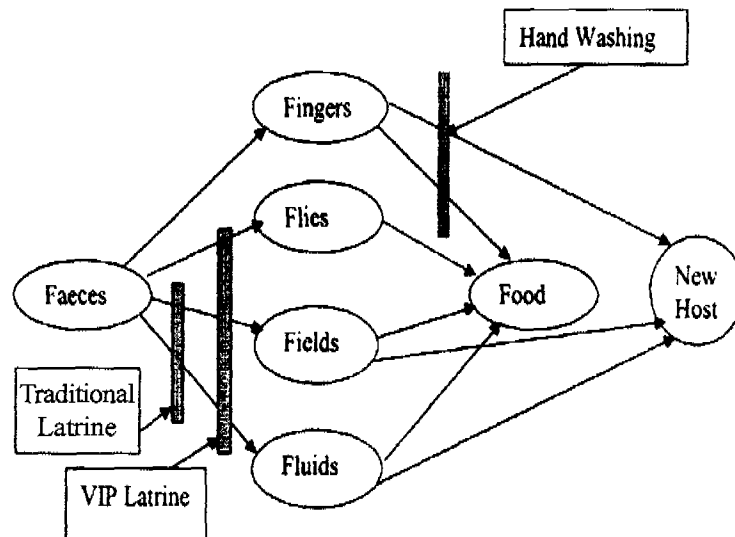
The teacher and the pupils will monitor the supply of condoms to the local community. The information could be collected from selected shops, health centers and community based NGOs.

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GLOSSARY OF TERMS

1. **Case Study** - This is a true or imaginary story or situation that provokes discussion on different issues. They may be presented either verbally or in writing.
2. **Gallery Walk** - This is when a group or individual work is placed on a strategic place, e.g. a wall and the whole group goes round and sees the display and at each station, someone explains the work displayed.
3. **Guessing Game** - This is an activity where one person performs some action and the class has to guess the meaning.
4. **Mime** - When one is pretending to be doing something, e.g. when pretending to be singing, reading, etc without making any sound.
5. **Role Play** - This is where people have to act out a given situation on the spot. They are not supposed to rehearse.
6. **Survey** - This is done to collect people's feelings and views about a given issue.
7. **Six-F (6F) diagram** - This is a diagram to show the potentials barriers to transmission of disease from excreta.



8. **Word Picture Matching** - This is where words are matched to the appropriate pictures so that the meanings of the words are clearer.

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