

HEALTHY LIFESTYLE

MANUAL FOR TEACHER

5-6

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5-6 GRADES

MANUAL FOR TEACHER



Вазорати Маорифи
Ҷумҳурии Тоҷикистон

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Manual for Teachers "Healthy Lifestyle" for 5-6 grades is designed to assist teachers at schools in Tajikistan in the preparation and running the educational lessons/hours in the Programs of "Healthy Lifestyle", to help school children to form a health setting as a major human value, to lay the foundations of knowledge about healthy lifestyles, to help children master the techniques of preventive health care, its formation and consolidation.

The manual includes lessons, methodical recommendations, teaching aids, which will give the opportunity to make educational hours on the Program "Healthy Lifestyle" fascinating, informative and developing.

Manual is designed as part of the GIZ Regional Program «Health Care in Central Asia.»

The manual is intended for teachers, supervisors, school psychologists, students of pedagogical institutions and other educators.

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Introduction

What determines health? According to scientists, health depends on 50-55% on the way of life, 20% - of heredity, by 20-25% - of the state of the environment (ecology), 8-12% - of the health system, therefore greatest contribution to human health depends on lifestyle.

This manual is aimed at promoting a healthy lifestyle of students/schoolchildren. The manual was developed by the necessity of purposeful preventive effect on some bad habits that arise at this age, as well as lack of teachers of schools of any allowances and guidelines on healthy lifestyle for 5-6 grades.

At present there is no integrated system of activities that are opposed to the negative influence of the social environment conducive to the emergence of such habits. Healthy lifestyle habits are formed spontaneously, and, at best, absorbed in family education.

The concept of healthy lifestyle includes the lack of bad habits, possessing of strong skills and maintain good health, ability to resist the negative influence of social environment, the general hygienic literacy, conscious preference for a healthy lifestyle.

Manual focuses on middle school age and built taking into account age and psychological characteristics of children.

This manual consists of 2 parts. The first part is devoted to direct educational hours on the Program "Healthy Lifestyle" for 5-6 grades. The second part consists of guidelines for conducting these activities and visual aids on relevant topics. Proposed variety of instructional techniques allows activating all program participants, and thus increases its efficiency.

It can be used in secondary schools, high schools, correctional schools, orphanages, on the basis of further education institutions.

Lessons can be integrated with the content of the basic academic subjects, taking the form of extracurricular activities.

Forms and deadlines for the program are determined by the teacher, taking into account peculiarities of the target group, the importance of a topic to students, their interest in the problem.

The program "Healthy Lifestyle" is approved in a 5-6 grades of the pilot project schools in the cities of Dushanbe, Kurgan-Tube, Nurek, Gissar, Jomi and Javan areas of Khatlon region.

5th grade

Chapter “Prevention of diseases at school”

Module (theme) 1 «Basic concepts of hygiene»

Introduction: educational lesson is aimed at increase of awareness level of schoolchildren on the issues of personal hygiene and on primary prevention of infectious diseases

Time: 45 minutes

Lesson's goals:

Educational / participants will:

- Increase awareness on the rules of personal hygiene, proceed with knowledge on sources of infection (bacteria and viruses), mechanisms of transfer of infectious diseases.

Developing / participants will develop their skills:

- Skills for personal hygiene;
- Healthy lifestyle;
- Work with illustrative materials;
- Work in small groups

Upbringing

- Continue work on formation of the health culture;
- Participants will realize the importance and significance of personal hygiene

Materials: note-book' sheet of papers, pens/pencils by number of participants, illustrative material «Ways of transfer and invasion of viruses and bacteria into human body», containers for water (bowl, jar), towel, soap, film/ to close a surface from water, wiper water, poster/note at the board “Instructions to wash hands”, scotch tape, poster/note at the board “This is to know by everyone” (Rules for personal hygiene), a set of personal hygiene tools (brush, mirror, shampoo, handkerchief, nail clippers, toothbrush and toothpaste, toilet soap, soap-dish, wisp).

Educational lesson's structure

- | | |
|---|------------|
| 1. Start of the lesson: exercise “I have met an old friend» | 5 minutes |
| 2. Main part of the lesson: talk «Bacteria and viruses», exercise “My palm”, “Ways of transfer and invasion of viruses and bacteria to our body”, “How do viruses and bacteria spread?”, «How to wash hands in a right way?», talk “This is to know by everyone” (Rules of personal hygiene), exercise “This is mine personal”. | 35 minutes |
| 3. Summary: talk | 3 minutes |
| 4. Home task | 2 minutes |

Course of the educational lesson

1. Start of the educational lesson

Step 1. Inform of the educational lesson's goal

Step 2. Play a game «I have met an old friend» (see Annex 1)

2. Main course of the educational lesson

Step 1. Conduct a talk «Bacteria and viruses» / (Annex 2)

Step 2. Conduct exercise 2 «My palm»/ (Annex 1)

Step 3. Conduct exercise 3 «Ways of transfer and invasion of viruses and bacteria to our body» / (Annex 1,3)

Chapter “Prevention of diseases at school”

Step 4. Conduct exercise 4 «How to wash hands in a right way? »/ Annex 1

Step 5. Conduct a talk «This is to know by everyone» (Rules of personal hygiene) (Annex 2)

Step 6. Conduct an exercise 5 “This is mine personal” (Annex 1).

3. Summary of the educational lesson:

Step 1. Conduct a talk:

- What new have you found out?
- What was interesting for you?
- What have you learnt at the lesson?
- How will you apply the skills and knowledge acquired?

4. Home task: Teach junior members of a family method of hands washing and tell of personal hygiene rules.

Exercises

Exercise 1 «I have met an old friend»

Time: 5 minutes

Work space: free space in a classroom

Methods: role playing

Step 1. Suggest to participants stand up and move in a classroom in any direction, and shake hands with more children as if they have not seen each other for ages.

Step 2. Conduct a talk:

- What is your mood after playing a game?
- How is the game linked to a subject of the lesson?

Step 3. Summarize a talk: during a game we found out one of the ways of spread of infectious diseases (this is a goal) – by everyday way. A game is one of the way of spread of infectious diseases, especially if we not just shaking hands but hugging and kissing. And also you will remind at the lesson what other ways of infections transmission there are in our everyday life.

Advice to a teacher:

1. Prepare in advance a work space for the lesson. If conditions cannot allow moving furniture suggest participants move in passages between desks and in front of the classboard.

Exercise 2 «My palm»

Time: 5 minutes

Methods: individual work

Materials: note-book sheet of papers (more than number of pupils in a class), pens/pencils by number of participants

Step 1. Suggest to participants put their palms on the list of note-book and encircle their palms drawing a contour of a palm.

Step 2. Suggest to children in one minute to put as many dots as they think can microbes get a man's hand with one handshake.

Step 3. Suggest them to count the number of dots.

Step 4. Discuss together the results

Step 5. Summarize: in one handshake about 32 millions of microbes are transferred! Number of microbes on sterile pure or pure by first sight hands is 100 000 per 1 sm². Thus, during handshake about 16 millions of microbes at your palm contact with 16 millions of microbes of a person you are greeting. And this number increases if hands of the one of them are dirty.

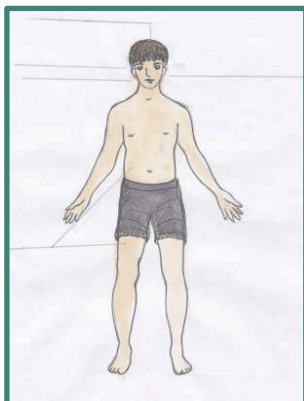
Step 6. Ask question to participants what to do to avoid moving of microbes onto their hands. (focus their attention on the need to watch personal hygiene).

Exercise 3 «Ways of transfer and invasion of viruses and bacteria to our body»

Time: not less 5 minutes

Methods: work with visual aids «Ways of transfer and invasion of viruses and bacteria to our body»

Materials: visual aids, (annex to the Manual), scotch tape.



**Pic. 1. Ways of transmission of viruses and bacteria
Into our body**



Pic.2. How viruses and bacteria may spread

Step 1. Involve participants into exercise: bacteria themselves can move for few millimeters and viruses cannot move at all. How can they spread throughout the Earth in a short time? Which are the ways they invade the human body?

Step 2. Suggest the participants answer these questions using a picture.

Step 3. Listen to the answers of participants.

Step 4. Summarize the exercise.

Advice to a teacher:

1. Think over the work space on classboard
2. Identify time for hanging on pictures (before or at the beginning of the lesson)
3. Before starting work with a picture it is not desirable that participants know its contents.

Exercise 4 «How to wash hands in a right way?»

Time: 10 minutes

Methods: talk, demonstration method

Materials: containers for water (bowl, jar), towel, soap, film to put under the bowl, wiper water, poster/note at the board «Instructions to wash hands», scotch tape.

Step 1. Conduct a talk:

- In which cases people wash hands?
- When people have to wash hands with soap?
- Can we wash hands with rain water, in a river, in a puddle?
- If there is no soap, water – what can be used instead?

Step 2. Suggest to one of the participants show how they wash hands.

Step 3. Hang on a poster «Instructions to hands washing» and show how it is right to wash hands.

Table/text for note:

When you are washing hands:

- Make soap foaming in your hands;
- wash about 30 seconds (count until 30);
- wash out carefully the whole surface of palms (between fingers and a wrist), and if possible wash hands until elbow;
- wash carefully hands after using soap, especially of a liquid soap;
- wipe hands with clean towel.

Step 4. Summarize: hands to be washed as often as possible, before meals, in contacting with dirty subjects (clothes, ground, waste, money, handrails in transport, etc.) it is important to wash hands with soap. Hands to be washed better in familiar sources (water tap and etc.). If you for some reason cannot access water and soap, you can use specialwipesoralcohol-basedspecialliquid that is easily appliedonhandsandpounded, whileprovidingdisinfectioneffect (Annex 2 “Instructions for personal hygiene”).

Advice to a teacher:

1. Think over the space for demonstration.
2. Do not summarize the talk before practical part of the task, summary will be made at the end of the exercise.
3. Do not correct the actions of a participant who implements a practical part of the task – in this age children are hardly knew how to wash hands properly.
4. A practical part of the task is conducted by two participants – one is washing hands and the other is pouring water.
5. Think it over how and when to move away the demonstration space.

Exercise 5. “This is mine personal”

Time: 7 minutes

Method: talk, demonstration method

Materials: a brush, mirror, shampoo, handkerchief, nail clippers, toothpaste and toothbrush, toilet soap, soap-dish, wisp.

Step 1. Put on a table an items for personal hygiene: a brush, mirror, shampoo, handkerchief, nail clippers, toothpaste and toothbrush, toilet soap, soap-dish, wisp.

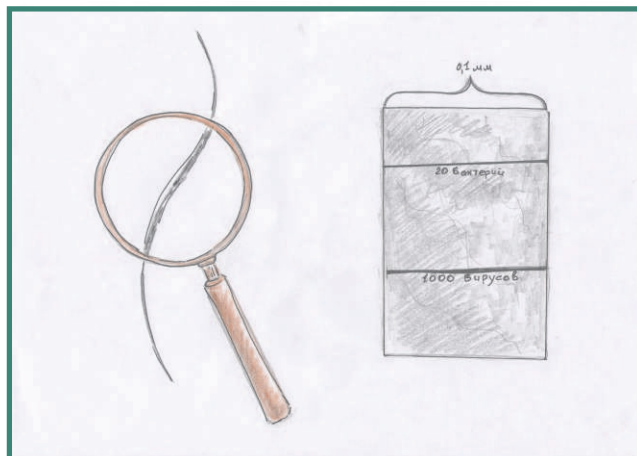
Step 2. Ask the children: “Which of these items should be for common use?/ “Which of these items should be for individual use?”

Give time to children for thinking.

Step 3. Listen to the answers of 3-4 pupils-volunteers

Step 4. Summarize: a handkerchief, toothbrush and a hairbrush should be of personal use only.

Materials for a teacher «On bacteria and viruses»



Pic.3 Viruses and bacteria

Bacteria – these are unicellular microorganisms (without a core), meeting everywhere in a soil, air and even in our alimentary system, excluding the blood and spinal liquid. The sizes of bacteria are extremely small (in a mouth 1 sm² contains over 1 million of microbes, touching of lips and tongue leads to contacting of 42 millions of microbes).

However, there are also malignant bacteria causing infectious diseases, for instance sore throat, bronchitis, diphtheria, scarlet fever, furuncles and pneumonia, typhoid fever, cholera, dysentery, pyelonephritis, salmonella, syphilis etc.

Viruses – non cellular forms of life, which activate only in contact with an alive cell. Viruses are smaller than bacteria. They are not able to survive outside cells of a human body. They cause diseases if invading a healthy cell and reproducing inside it. Viruses can cause pox, mumps, viral hepatitis, measles, chickenpox, rubella, etc.

These organisms always existed and will exist. A man can control them if taking personal hygiene. One can protect himself from many infectious diseases by making vaccination, during disinfection measures and a large prevention campaign.

Advice to a teacher:

1. Try to have a talk not taking this to just dry facts. The material suggested will allow making a talk informative and interesting. Use visual aids (Annex 3).
2. Do not make fear to schoolchildren in front of bacteria and viruses. Put an accent on a positive impact of bacteria and viruses. For instance, many of microbes and viruses are non-harmful and some of them even provide benefit:

- Useful bacteria are applied during production of drugs (antibiotics, ferments, vitamins).
- Production of yogurts and cheese which we like also does not go without them.
- In the human alimentary canal an intestinal flora cleaves the food.
- They are applied also during provision of forage (silage) for food additives.
- Viruses also can be useful – production of vaccines, in fight against parasites.
- Last survey in oncology showed that, in human body of 80% of the earth population a virus AAV-2 lives, which can destroy the cancer cells.

3. Time for the story is not to exceed 5 minutes.

This is to know by everyone (Rules for personal hygiene)

«A human being uses his/her body for the whole life period. If you do not clean your saucepan/boiler during its life service you are certainly to be considered a lazybone, scruff and/or bad owner. Thus, it is required to take care of one's own body as well. For this reason people based on their knowledge and experience developed the instructions of personal hygiene. They are not too complex. Let us get familiar with them:

- Wash hands carefully (after using a closet, care for baby, before meals, before preparing food, before laying out a table, feeding of junior brothers and sisters, after playing and walking);
- Wash everyday with warm water using soap and gels;
- Everyday change underwear, stockings, socks, handkerchiefs;
- Do not squeeze pimples on a face, body as this may cause inflammation;
- Do not wear cloths, which irritates the skin;
- Dress for the weather;
- Clean teeth with your own toothbrush twice each day (in the morning and before going to bed);
- Take care of the presence of subjects of personal hygiene – handkerchief, hair brush, toothbrush, towel;
- Avoid contacting infected people;
- ... (ask the participants add rules for personal hygiene which they know)

Chapter “Prevention of diseases at school”

Module (theme) 2 «Formation of correct posture. Prevention of scoliosis»

Introduction: the educational lesson is directed at the formation of correct posture and prevention of scoliosis among schoolchildren (spinal diseases)

Time: 45 minutes

Educational lesson's goals:

Educational /participants will:

- Get ideas of the correct posture;
- Learn of the reasons and types of disturbance of posture;
- Get recommendations for prevention of scoliosis;
- Learn a complex of easy exercises;
- Expand knowledge relating to how to seat properly at the desk

Developing / participants will:

- Develop the need in physical exercises and games
- Strengthen skills of correct sitting at the desk

Upbringing

- Continue work on upbringing need in healthy lifestyle and prevention of scoliosis

Materials: cards, a table «Correct – Incorrect», scotch tape, scissors, visual aids “How to sit properly at the desk”, “Disturbance of posture”, “Human backbone”.

Educational lesson's structure

- | | |
|---|------------|
| 1. Start of the educational lesson: talk | 5 minutes |
| 2. Main part of the educational lesson: story, exercise “Correct – Incorrect”, story of the structure of backbone, on the spinal diseases and their prevention, exercise “Sit properly”, exercises for correct posture and growth | 35 minutes |
| 3. Summary: talk | 3 minutes |
| 4. Instructions for home task | 2 minutes |

Course of the educational lesson

1. Start of the educational lesson

Step 1. Introduce participants into the lesson's subject:
Mother is telling to Alyosha since early morning:
«Alyosha do not stoop! Watch your posture!»
He would watch for it, but the thing is –
Alyosha has never met it before!

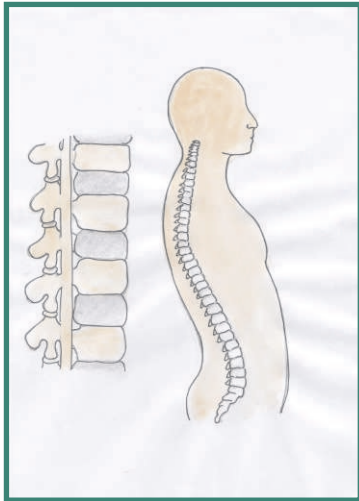
Step 2. Suggest participants explain what is a posture? (*Position of a human body in a space: how do you seat, how do you stand still*)

Chapter “Prevention of diseases at school”

Step 3. Why is it necessary to watch the posture? (*for the back does not pain, the backbone will be straight*).

Step 4. Inform of the lesson's goal.

2. Main part of the educational lesson



Pic.1 “Human backbone”

Step 1. Tell participants of the posture, its role and significance for people (Annex 2 “Materials for a teacher”, Annex “Human backbone”).

Step 2. Do an exercise “Correct-Incorrect” (Annex 1)

Step 3. Tell participants of disturbances of posture (use a visual aids “Human backbone” and “Disturbances of a posture” (Annexes)

Step 4. Do an exercise “Sit properly” (Annex 2)

Step 5. Suggest participants considering their knowledge identify the rules of prevention of posture disturbances (note the answers on a board, complete the answers using “Materials for a teacher” – Annex 2).

Step 6. Do exercises useful for posture and growth (Annex 3).

3. Summary of the educational lesson:

Step 1. Conduct a talk:

- What important have you learnt at the lesson?
- What have made you think?
- What will make you change your attitude to your own health?
- How and where will you apply the information received at the lesson?

4. Home task:

Conduct for junior classes a five-minute talk relating to the rules how it is correct to sit at the desk and why it is important to watch the posture.

Exercises

Exercise 1. «Correct – Incorrect»

Time: 15 minutes

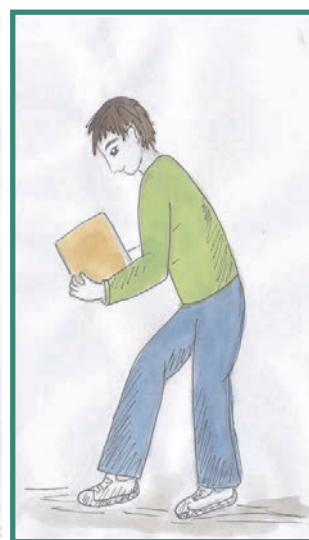
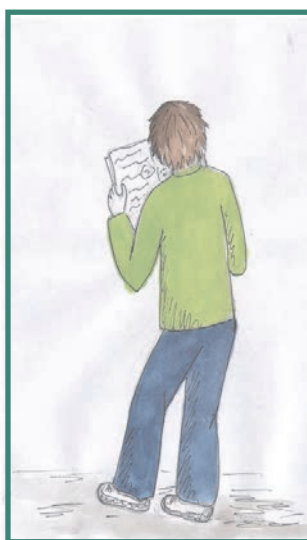
Methods: collective discussion

Materials: cards, a table “Correct – Incorrect”, scotch tape, scissors

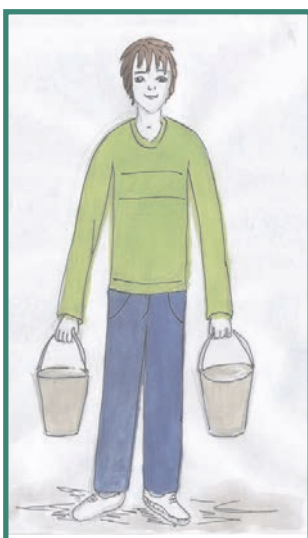
Step 1. Draw with chalk a table “Correct-incorrect” and place cards on it in disorder see Annex)

Table “Correct – Incorrect”

Incorrect



Correct



Step 2. Suggest the participants look at the pictures and replace them into the field where they are to be placed.

Step 3. Summarize

Advice to a teacher:

1. Cards attach in such a way that they can be replaced (e.g. scotch tape)
2. Remind participants that during replacing the cards they have to explain why they are doing so.

Exercise 2. «Sit properly»

Time: 8 minutes

Methods: practical work

Materials: school desks and chairs, visual aid “How it is correct to sit at the desk”/see below

Step 1. Hang on a visual aid “How it is correct to sit at the desk”



Incorrect



Correct

Step 2. Ask the participants make your commands:

- Place your feet firmly on the floor;
- Lean back to back to a chair to rest against it with shoulder blades;
- A chair lean close to a table to prevent the body lean forward;
- Back is required to keep straight, hands on a desk not to lean the chest on the edge of a desk. Between the chest and the desk keep the distance in one palm;
- A seat should be at the level of knee joints and the angle between hip and a thigh should be right;
- A back side of a hip should lightly press on the edge of a chair. If a pressure will be too strong, then sitting will be non-comfortable soon, besides the blood circulation in the lower feet will harden soon.

Materials for a teacher

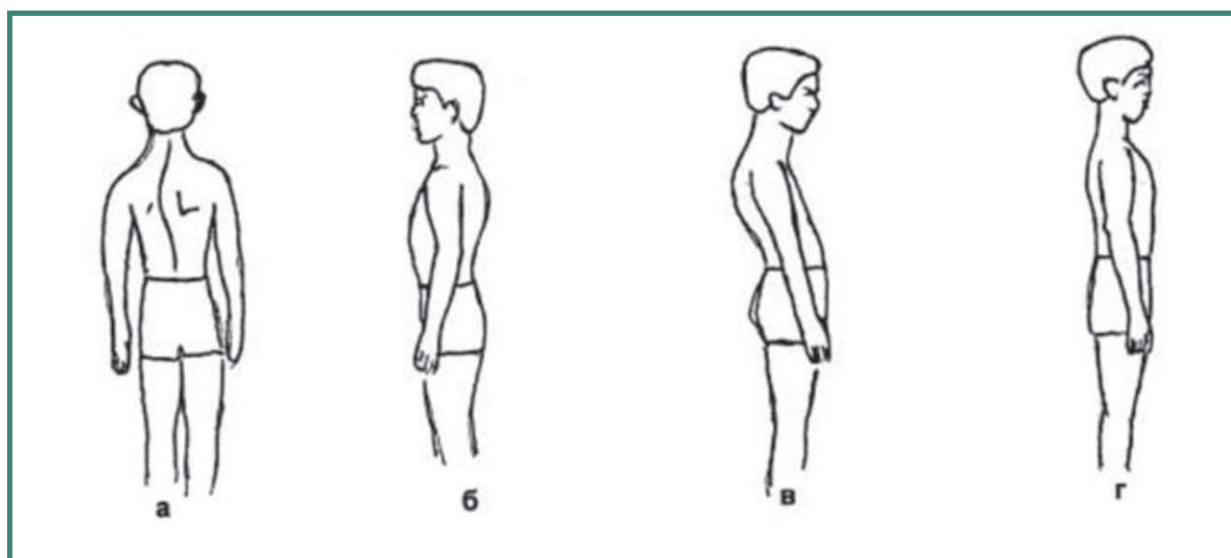
Correct posture

Posture is a natural pose of a man. Correct posture has the following features:

- Pulled belly, straight pose of a body
- Expanded shoulders
- Upright head

A posture is a subject for learning by such sciences as medicine, physical education, military science, performing arts, aesthetics, and ergonomics. A posture is a body language, a position that tells about how a person feels in relation to others, to his/her life, to oneself. This is his/her visiting card, which allows accurately find a familiar person, without seeing the face. The main objective of a posture is a protection of the musculoskeletal system from overload and injury. Scientifically based facts prove that the posture effects on the process of establishing of a person's identity. A person with good posture more sure of himself, he/she attracts more attention of others.

Disturbance of a posture



Pic.2 Disturbances of a posture

To the disturbances of a posture relate: stoop, round back, round concave back, flat back, scoliosis or asymmetric posture. A prolonged exposure of the spine in a curved position leads to a number of serious diseases of the spine and spinal roots. If a person complains of headaches, fatigue, poor memory, few will connect all this with the state of the spine.

Danger of incorrect posture is that this does not hurt as long as no changes will begin in the intervertebral discs. This serious disease, as scoliosis, for some time occurs without pain. Poor posture reduces the margin of the body safety: the heart beats in a close chest, sunken chest and shoulders are rotated forward do not provide easy to kill, and protruding belly interferes with the normal position of the abdominal cavity.

Reducing of the physiological curves of the spine (flat back), especially in combination with flat feet, leads to permanent brain' microtraumas and fatigue, headaches, disturbances in memory and attention.

When violations of a posture body muscles are weakened, so one can take the correct posture not for long. Healthy people keep a youthful posture into old age.

Incorrect body position when doing lessons, uncomfortable workplace, a sharp decline in physical activity and other reasons lead to the development of faulty posture. It threatens the following complications:

- Pain in the lower back, osteochondrosis and even scoliosis (spinal curvature). Respiratory failure and circulatory system (work of lungs is limited due to stoop and sunken chest).
- The child will be shorter due to the stoop. The intervertebral discs are constantly strained, their power is broken and therefore the growth is stunted.
- Pain in the back, neck and headaches. A schoolboy sitting at a desk, always tilts his head forward, causing tense in the back and neck muscles.
- To get rid of unpleasant feelings, the child begins to squirm, stoop, bend the legs or put his leg to leg. Due to the constant forward tilt of the head there are migraines, and the familiar stoop is becoming increasingly difficult to correct.
- Stoop leads to chronic fatigue, because circulation and respiration are violated and muscles are in a constant strain.

Prevention of posture disturbances

1. The bed should be firm, flat, stable, with low flat pillow (in no case, schoolchildren have to sleep on a soft sagging mattress). It is advisable to sleep on a back or side, but not curled up. Sleep must be at least 8-10 hours in a well-ventilated room. Coming from school after lunch one has to lie and have rest for an hour or so, in order to give rest to the back muscles and spine to release the load.
2. The workplace at home must be properly organized, well-lit. Basic requirements for furniture:
 - height of a table is to be similar to the distance from pupil's eyes to the surface of a table that is 30 cm. (if you put a hand on the elbow, the middle finger should be at the outer corner of eye);
 - chair height should be such that between the hip and shin form an angle of 90°;
 - it is needed to have support for the back and feet so as not to cause additional muscle tension when engaging in a static position.
3. It is necessary to control the working position during reading and writing, alternate activities.
4. It is necessary to avoid "perverse positions": skew position of the shoulder girdle during writing, left hand hang over the table, the skew position of the pelvis, sitting with a foot planted under the buttock, standing habit of relying on the same leg, bending the other in a knee.
5. One cannot carry a portfolio in the same hand, it is better to buy a backpack or a rucksack. It is necessary to control weight of a backpack or a rucksack.
6. Eat regularly and diversely with the presence in the diet food rich in protein (milk and dairy products, meat, fish, eggs, nuts, etc.), animal fats and vegetable oils, cereals, honey, vegetables, fruits and berries.

7. Avoid frequent use of carbonated beverages, limit sweets, chocolate and cocoa, the use of which may cause calcium and chromium deficiency, breach of phosphorus-calcium metabolism.

Exercises useful for your posture and growth

Option 1

1. Sitting on a chair raise your hands up and bend over backwards. Make a deep breathe. Lower your hands and breathe out. Repeat this exercise 5 times.
2. For next exercise stand behind each other in a step to the fore-standing mate. Put a text-book on a head and hands on the belt and stride to each other in a classroom. Keep a back and a head straight not letting a book fall down.

Option 2

1. Standing on tiptoe with the upper and linked in a lock arms, shake a body from side to side. 3-4 minutes for doing this warm-up exercise.
2. Leaning aside with the upper hand, and another one drawing behind. Repeat 10-12 lean to each side.
3. Sitting on a chair make rotational motions with feet to one and another side.



Chapter “Prevention of diseases at school”

Module (theme) 3 «Prevention of diseases of vision system»

Introduction: the educational lesson is directed at prevention of diseases of vision system

Time: 45 minutes

Educational Lesson's goals:

Educational / participants will:

- Increase knowledge on vision system and the role of eyes in human life;
- Learn of the reasons of vision system violation;
- Learn the instructions of vision system prevention;
- Learn the exercise for eyes relaxation and vision improving.

Developing

- Continue with developing skills for analysis and generalization;
- Develop the ability of properly formulating one's own thoughts;
- Develop a monologue speech.

Upbringing

- Participants will realize the need and importance of personal hygiene as the main prevention method;
- Formation of beliefs in the need of conservation personal health and careful attitude to the health of others.

Materials: visual aids «Types of glasses», «Structure of an eye» (see annexes)

Educational lesson's structure

1. Start of the lesson	2 minutes
2. Main part of the lesson: exercise «Human eyes», experiment, Story of the structure of visual system, reasons and prevention of diseases of vision system, gymnastics of eyes, talk of the benefit provided by glasses	35 minutes
3. Summary of the lesson: talk	5 minutes
4. Instructions for home task	3 minutes

Course of the educational lesson

1. Start of the educational lesson

Step 1. Introduce the lesson's goals.

2. Main part of the educational lesson

Step 1. Conduct exercise 1 «Human eyes» (see Annex 1)

Step 2. Conduct an experiment with participants (Annex 1)

Step 3. Tell participants of the structure of eyes using a visual aid «Eyes structure» (Annex 2)

Step 4. Ask participants name the reasons, which lead to disturbance of vision

(*contusion, injury, effect from any chemical substances, burns are very dangerous for eyes. Vision disturbances may arise due to lack of vitamins, infections in eyes. Almost all people with getting older have disturbances of accommodation – myopia and hyperopia*).

Chapter “Prevention of diseases at school”

Step 5. Tell participants of the diseases of vision system/myopia, hyperopia, conjunctivitis, hordeolum (Annex 2)

Step 6. Suggest participants consider a visual aid “Types of glasses” (Annex). Conduct a talk:

- What are the glasses for?
- What types of glasses do you know?
- Why do children hesitate wearing glasses?
- What kind of discomfort do they feel?
- What is to be done to feel them more freely?

Step 7. Suggest participants considering their knowledge identify themselves prevention rules for vision diseases (note answers on the board, complete the answers using Materials for a teacher, Annex2).

Step 8. Make gymnastics for eyes (Annex 2)

3. Summary of the educational lesson:

Step 1. Conduct a talk:

- What important have you learnt at the lesson?
- How and where will you apply information received at the lesson?
- What people want to say when talking «Do not rub your eyes with dirty hands?»

Step 2. Provide participants with interesting facts (Annex 2).

4. Home task:

Prepare an exhibition of pictures on the theme “Take care of your eyes!”

Exercises

Exercise 1. «Human eyes»**Time:** 15 minutes**Methods:** story, experiment, talk

Step 1. Suggest participants to close eyes and not opening them perform a task.

Step 2. Show an object (pen, pencil, scarf, etc.)

Step 3. Suggest participants describe it.

Step 4. Ask participants open eyes and suggest them share their feelings.

Step 5. Summarize: over 90% of the total information of the world surrounding us we are receiving owing to our eyes. See the beauty of the world is happiness. Eyes allow people see objects, their movement and color. They help people orient themselves in the proper direction. All this makes eyes the main and important sensory organ.

Exercise 2.«Experiment»**Time:** 8 minutes**Methods:** experiment**Materials:** small non-sharp objects(erasers, etc.)

Step 1. Work in pairs. One pupil is a “researcher” asks a second pupil follow the movements of eraser at a distance 20 centimeters, moving it up and down, right and left, then describes the circle.

Step 2. Suggest participants answer the questions:

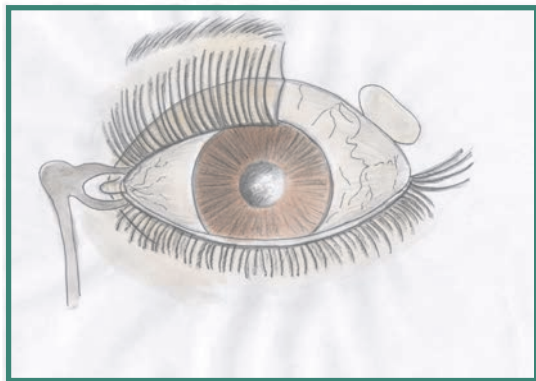
- In what directions moving of eyes is possible?
- What makes eyeball move? (eye muscle);
- Do both eyes move together? (eye muscles act the way that both eyes move together and look the same side);
- What kind of protection does an eye have? (*eyelashes, eyelids, winking, tears*);
- How do you think how many winking does an eye make per minute? (*from 2 till 5 winking per minute, per 16 hours of awake - 4800 times*);
- How many tears as average can a person have during crying? (*about two teaspoons of tear fluid. With tears the body loses poisons(toxins) produced during stress. In 1909, intears scientists discovered a substance that can kill microbes— lysozyme.*

Advice to a teacher:

1. Instruct pupils on the caution during the task.

Materials for teacher

Structure of eye



An eye has an irregular spherical shape of approximately 2.5 cm in diameter.

Eye is covered in front by upper and lower eyelids.

Outside the lids are covered with skin, and inside by a thin membrane - the conjunctiva. In the interior of eyelids there are lacrimal glands. Liquid that they produce moisturizes the mucous membrane of the eye, so the surface of the eyeball is always wet.

Eyelids freely slide along the mucosa, protecting the eyes from environmental hazards.

Under the skin of eyelids there are the eye muscles: the circular muscle of the elevator of an upper eyelid. With these muscles an eye lid opens and closes. Along the edges of eyelids the eyelashes grow, performing a protective function.

The eyeball is moved by six muscles. They all work in ensemble so movement of eyes - their move and rotate in different directions is free and painless.

Diseases of the vision system

Myopia and hyperopia

During myopia distant objects are seen vaguely - a clear image of the subject located far from the eyes, does not arise in the retina, but ahead of it. Glasses with biconcave lenses help ensure that images of objects appear precisely on the retina.

During hyperopia a clear image of objects located close to the eyes, arises to the back of the retina. People having hyperopia see close objects vague, cannot read the text. Glasses with biconcave lenses help the appearance of close objects precisely on the retina.

Conjunctivitis

Children often have inflammation of the mucous membrane of the eye - **the conjunctiva**. Microbes in the eyes come with dirty hands or with a common towel and it may come that once many children are infected with conjunctivitis. They have red lining eyelids, eyes filled with tears at the corners of eyes are accumulated with purulent discharge. In the same way the eye can be infected causing purulent inflammation of the lid margin (**hordeolum**). This disease is most often met with children with poor health. It is forbidden to squeeze the hordeolum as in the blood can be brought dangerous infection. This requires special treatment under medical supervision. Besides, there are other diseases of eyes, such as glaucoma and cataract.

Prevention of diseases of vision system

1. During reading and writing a distance from eyes and a book or a note-book has to be 30-35 cm.
2. After 20-30 minutes of visual work eyes should have a rest (3-5 minutes).
3. At the work place light has to fall down from the front left side and in the evening use a desk lamp.
4. Do not read in lying position and in transport.
5. Watch TV or work with a computer not over 1,5-2 hours per day. A distance from the screen/monitor should be 2,5-3 meters.
6. Protect eyes from bright light.
7. Safe eyes from dust, do not rub with hands, wipe off with very clean towel or handkerchief.
8. Do not get shy to wear glasses.
9. Do gymnastics/ exercises for eyes.

Exercises for eyes

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- Take a seat comfortably;
- Make 10 motions to the right and left;
- Make 10 motions up and down;
- 10 times blink strongly and open eyes widely;

Interesting facts

Do you know...

... that ability to distinguish colors appears in humans not at birth. An eye has to train to learn see the colors. A newborn sees the world as a monotonous grey photograph. Only in 6-7 months a child may distinguish colors.

... that an eye is able to distinguish 130-250 clear color tones and 5-10 millions of mixed shades.

... that in the darkness an eye may see a candle flame at a distance over 1 km. Visual acuity of a man is the same one as of owls but 4 times worse than of a cat. However in day time visual acuity of a man is 5 times higher than of a cat.

... that a whole eye's weight is 7 grams and its vitreous body is 4 grams.

... that if shoot on film all that a man sees in just one day, then it would take more than 19 kilometers of the film.

... eyes never freeze, as they do not have "cold points", the nerve endings that are sensitive to cold.

Chapter “Prevention of diseases at school”

Module (theme)4 «Prevention of diseases of the auditory system»

Introduction: the educational lesson is directed on the prevention of diseases of auditory system.

Time: 45 minutes

Educational lesson's goals:

Educational / participants will:

- Increase knowledge on auditory system and the role of hearing in human life;
- Learn of reasons of hearing disturbances;
- Learn of the ways of prevention of diseases of auditory system;

Developing:

- Continue with developing skills for analysis and generalization;
- Develop the ability of properly formulating one's own thoughts and a monologue speech;
- Proceed with formation of sanitary and hygiene skills promoting the useful habits for personal hygiene.

Upbringing:

- Participants will realize the need and importance of personal hygiene as the main prevention method;
- Formation of beliefs in the need of conservation personal health and careful attitude to the health of others.

Materials: visual aids «Structure of ear» and “Resonant toys” (annexes), scotch tape, scissors, mechanical watches, measuring tape, pen, note-book, chalk.

Educational lesson's structure

1. Start of the lesson	2 minutes
2. Main part of the lesson: experiment, story of the structure of auditory system, reasons of diseases, prevention, gymnastics for ears, talk of the harm made by listening to a loud music, task “Is it true that...”	35 minutes
3. Summary of the lesson: a talk	6 minutes
4. Instructions for home task	2 minutes

Course of the educational lesson

1. Start of the educational lesson

Step 1. Ask the question: who is the best listener in the world? (Ear). Inform of the lesson's goal (name of the lesson's subject note at the board after informing the goal, after responses made by participants to the question).

2. Main part of the educational lesson

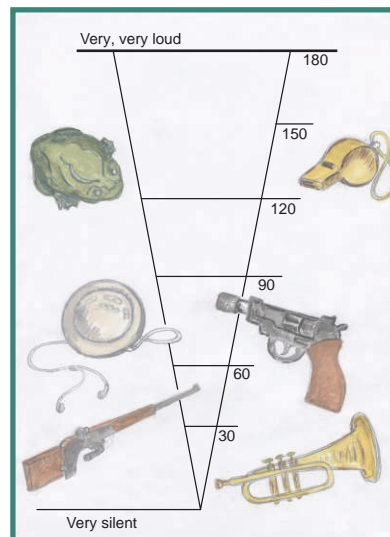
Step 1. Conduct an experiment «Auditory sensitivity» (Annex 1)

Step 2. Tell the participants of the structure of auditory system (use a visual aid “Structure of ear”, see Annexes, and Materials for a teacher, see Annex 2).

Step 3. Ask the participants name the reasons which can lead to deterioration of hearing (*complications after infectious diseases, strong noises (blunt ear), fatigue, insomnia, entering of alien objects*).

Chapter “Prevention of diseases at school”

Ask a question: “How do you think how resonant the following toys are? (Use an annex). Focus your attention on a negative impact of strong and directed noises.



Pic. 1 “Resonant toys”

Information for a teacher:

- Children's toys are resonant and therefore dangerous. One should beware of them. On a picture you can see different degrees of a sound loudness and impacts on health. Figures show the number of sound decibels available. A specific problem is in the psychological features of human ear. Loud noises if they are short-term are heard quiet than they are.
- Artificial long lasting sounds of high tone lead to oppression and death of animals and plants.
- Noise of a flying supersonic aircraft has a depressing effect on the bees: they lose their orientation and stop the flight, kills their larvae and the eggs' shell is bursting in the nests of birds.
- Youth/Students love to listen to a loud music without thinking about how it is harmful. The eardrum vibrates with a large scale, and gradually loses its elasticity. Very loud noise will not only lead to hearing loss, but also can cause mental health problems in people, and/or have an influence on the cardio-vascular system.
- The same harm are caused by loud noise through the headphones.

Step 4. Tell the participants of the diseases of auditory system (Annex 2).

Step 5. Suggest participants considering their level of knowledge identify themselves the rules for prevention of diseases of auditory system (note the responses of participants on a board correcting and complementing the answers using “Materials for a teacher”, see Annex 2).

Step 6. Make gymnastics for ears (see Annex 2 «Materials for a teacher»).

Step 7. Conduct the task «Is it true...» (see Annex 1).

Chapter “Prevention of diseases at school”

3. Summary of the lesson:

Step 1. Introduce the interesting facts of the auditory system (Annex 2).

Step 2. Conduct a talk:

- What important have you learnt at the lesson?
- How and where will you apply the information received at the lesson?

4. Home task:

Prepare informational newspaper «Take care of your ears!»

Exercises

Experiment «Auditory sensitivity»

Time: 15 minutes

Methods: experiment

Materials: mechanical watches, measuring tape, pen, note-book

Step 1. Task is made in pairs

Step 2. Suggest to participants attach to ears mechanical watches and draw them back until stop hearing tick-tack.

Step 3. In the moment of ceasing a noise participants measure the distance (in centimeters) between watches and ear.

Step 4. Suggest participants bring closer watches to ear until appearing of a hardly hearable sound and measure the distance.

Step 5. Participants repeat measurements of both types for several times and count the average distance of hearing the ticking watches.

Step 6. Explain to them that in that in such way an auditory sensitivity is identified (the longer the distance the higher is sensitivity).

Step 7. Suggest participants answering the question: Why a man needs ears?

Responses:

- *With the help of ears you can distinguish various sounds: running water, rustle of grass, human voices, listen to the music*
- *Ears provide possibility to perceive information on a significant distance;*
- *Auricular analyzer takes part in formation of an articulate speech (hearing + speech = means of communication between people)*
- *Ears functions: protective, cosmetic, sensitive.*

Step 8. Summarize the experiment (regarding the meaning of hearing in human life)

Task «Is it true that ...»

Time: 10 minutes

Methods: talk

Step 1. Ask questions to participants:

Is it true that:

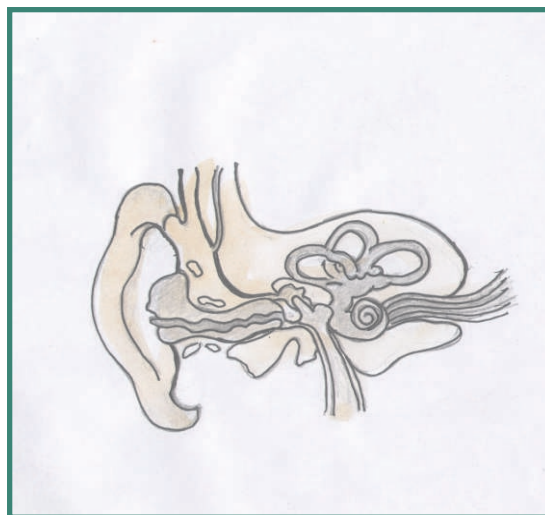
- The older a man becomes the worse he hears? (*no: a man can hear to old age*);
- During explosion or shooting one should open his/her mouth not to burst the eardrum (*yes: a strong sound wave can burst an eardrum*);
- Is one ear enough to orient oneself in space? (*no: two ears help to find out where is a sound comes*);
- Ears of adolescents are most adapted to a loud music than ears of elder persons (*no: disco and ears of adolescents are not compatible. Formation of auditory receptors is ending to 18*);
- Should we plant trees around house to reduce the noise? (*yes: trees can absorb noise*)

Advice to a teacher:

1. Questions are somehow complex for participants – give time to think them over and discuss.

Materials for teacher*

“Ear structure”



The outer ear consists of the pinna and ear canal. Covered with skin ears are composed of cartilage. The shape of ears is very different from each other. They pick up sounds and send them to the ear canal. In the depths of the ear canal there are hair and dermal glands secreting a sticky yellow substance, called by earwax. It retains dust and kills microorganisms. The inner end of the ear canal is tightened by eardrum, which converts sound waves into the air mechanical vibrations.

The middle ear is a cavity filled with air. It contains three auditory ossicles. One of them, hammer rests against the eardrum, the second is a stirrup shaped bone – against the oval window membrane, which leads into the inner ear. The third ossicle is the anvil, is among them. Thus there is a system of bony levers, roughly 20 times increasing the force of impact vibration of the eardrum. Middle ear cavity through the auditory tube communicates with the cavity of the pharynx.

The inner ear is the bony labyrinth, consisting of tubules located deep in the labyrinth, as in the case. It has two different organs: the organ of hearing and equilibrium organ – the vestibular system. All the labyrinth cavities are filled with fluid.

The organ of hearing is in the cochlea. It is a spiral twisted channel bends around a horizontal axis at 2.5-2.75 turns. It is divided by longitudinal walls into upper and lower parts. Auditory receptors are located in the spiral organ, located in the middle of the channel. Liquid filling it, is isolated from the rest, the vibrations are transmitted through a thin membrane. Longitudinal vibrations of air bearing a sound cause mechanical vibrations of the eardrum. With the help of the auditory ossicles it is taken to the oval window membrane, and through it – the fluid of the inner ear. These vibrations cause irritation of receptors of the spiral organ, resulting excitation comes into the auditory zone of the cerebral cortex and here it forms the auditory sensation.

* **Note:** The amount of material a teacher should determine based on the level of the class training level.

Prevention of diseases of auditory system

1. Keeping clean and dry of hearing system has its own peculiarities. You cannot pick ears with sharp objects, because it can damage the delicate eardrum, which hurts human hearing. After bathing, it is required to clean gently the ears with a dry towel or a napkin. Some students pick their ears with pointed pencils or some sharps, which is absolutely forbidden.
2. It is dangerous to draw by own some foreign bodies trapped in the ear (metal beads, small buttons, small insects). Be sure to consult a medical worker (*audiologist*).
3. Of inflammatory diseases of ears the most common is *otitis*. Failure to comply with doctor's prescriptions or self-medication can lead to the transition process in chronic, sometimes severe complications such as meningitis (inflammation of the meninges), septicemia (blood poisoning), appearance of pustules (abscesses) in brain tissue.
4. Not timely cured inflammatory diseases of the middle ear, inner ear, auditory nerve can lead to hearing loss or deafness. Common causes of hearing loss and deafness are infectious diseases (influenza, meningitis, measles, mumps), uncontrolled use of antibiotics (mainly for self-medication), working in a noisy industry, where safety regulations are not followed and personal protective equipment is not fully used.
5. Among damage of ears the most common is ear frostbite.
6. Piercing of earlobes at home can lead to infection of pinna inflammation. Ears have to be pierced only in cosmetic clinics.
7. The term "glued" ears is not strictly scientific, although it came into use. This state is characterized by thick mucus that accumulates in the middle ear and clogs the Eustachian tube. This thick syrup does not give ear bones to vibrate in response to sound waves, which leads to a state of conductive deafness. This is especially dangerous for children of school age, because they cannot hear their teachers, parents or peers, which can lead to poor academic performance, disobedience, and unsociable. One of the most important causes of this state is passive smoking. The probability that a child living in a home where parents smoke, will have a "glued" ears is 50%.
8. Great harm to the health is caused by loud noises, having a permanent effect on the body. They can not only lead to a weakening of hearing or its total loss, but also reduce performance, increase fatigue, and cause insomnia, as well as being the cause of some diseases (ulcer, gastritis, hypertension, etc.).

In the East people believe that the ears are the mirror of health. After all, they have a lot of hotspots, which impacting on makes the entire body healthier. How is it correctly to do exercises for your ears?

Gymnastics for ears

For prevention, as well as to help the natural cleansing of ears one can do the following exercises:

1. Bruise pinna with a hand, turning it all around, pulling down, forward, causing the ear wax and it remains move and go outside.
2. Pull the earlobe down (make it smoothly) - 8 times.
3. Bend the pinna forward - 8 times.
4. Rub the ear elevation up and down. Repeat 10 times;
5. Bend pinna from behind to forward - 8 times;
6. Turn ear clockwise - 8 times;
7. Pat yourself on the ears, easily and gently - 15-20 times.
8. Make a vacuum massage. To do this, insert the index fingers in the ears, plug them carefully and then quickly remove, as pulling the cork out of a bottle. Repeat 15-20 times.

Interesting facts

Do you know that ...

The smallest bone – a stirrup shaped bone, one of the three bones, involved in the transmission of sound into the inner ear. Its total length 2,6-3,4 mm, and weight - from 2 to 4.3 milligram.

The smallest muscle is in our ear. It controls the direction of the stirrup shaped bone in order to reduce the load on the eardrum with overly loud sound.

Large elephant ears need not to hear better, but to regulate internal temperature. The ear of elephant, which by some estimates could reach 85 kg, there are a lot of blood vessels, helping cool the body. On hot days, elephant ears flapping constantly, creating a breeze.

Why "burn" ears? Two scientists from the Australian National University (Canberra) found that increasing the temperature of ears shows increased activity in the brain.

Ears grow all life long, as, for example, and nose.

In most cases (72%) a man when he needs to hear talk in the background, for example, of a loud music, turns his right ear to his companion.

The maximum volume of long-term noise exposure that a person can stand without damage to his health is 85 dB. For children and teenagers, this amplitude of sound power is even less - 70 dB. For comparison, the player sound of mid volume is 105 dB (airplane - 115 dB, a motorcycle - 105 dB, 100 dB train, tram and metro - 95 dB, truck - 85-95 dB, a vacuum cleaner - 75 dB, the conversation - 45-60 dB, a whisper - 30 dB).

Chapter «Attitude to birds and animals»

Module (theme) «Animals with us»

Introduction: educational lesson is aimed at awareness raising of schoolchildren on the issues of rules of treating and attitude to pets, at the primary prevention of infectious diseases transmitted from animals and birds to people.

Time: 45 minutes

Educational lesson's goals:

Educational/participants will:

- Expand awareness level on the treatment and attitude to animals, learn of the diseases transmitting from animals and birds to people and on the rules of prevention these diseases.

Developing / participants will develop their skills:

- Skills for the rules of personal hygiene during interaction with animals;
- Healthy lifestyle;
- Work with illustrative materials;
- Work in a small group;
- Skills of public speech

Upbringing

- Continue work on formation of the health culture;
- Participants will realize the importance and significance of personal hygiene during interaction with animals;

Materials: visual aids “Animals with us” (see annexes), cards with name of animals/birds (for the exercise “Say something of a pet”), cards with tasks for small groups (for the exercise “Traffic light”), flipcharts and markers/ by number of groups, markers/chalks/color pencils for implementing tasks by the group “Green”, scissors, scotch tape.

Work space of the lesson: a classroom is prepared for the work in 3 small groups.

Educational lessons' structure

1. Start of the lesson: exercise “Say something of a pet”	10 minutes
2. Main part of the lesson: exercise “Traffic light”	30 minutes
3. Summary of the lesson: talk	3 minutes
4. Home task	2 minutes

Course of the educational lesson

1. Start of the educational lesson

Step 1. Conduct the exercise 1 «Say something of a pet» (see Annex 1).

Step 2. Inform of the lesson's goal, explain to the participants, why the work space of a classroom is prepared in such way.

Chapter «Attitude to birds and animals»

2. Main part of the educational lesson

Step 1. Conduct the exercise “Traffic light” (see Annex 1)

3. Summary of the educational lesson:

Step 1. Conduct a discussion:

- What new have you learnt?
- What was interesting for you?
- What made you think?
- How will you apply the new skills and knowledge?

4. Home task:

Prepare a wall newspaper «They address to us with a request» (on the rules of treating with pets).

Exercise

Exercise 1. «Say something of a pet»

Time: 10 minutes

Methods: game

Materials: pens and note-books.

Step 1. Suggest to participants draw a picture of an animal they like in 2 minutes.

Step 2. Suggest them to prepare a small story of an animal (3-4 sentences), on the benefit an animal brings to people, but not saying the name of an animal.

Step 3. Suggest them to say in 3-4 sentences of an animal, which they have drawn. Other pupils have to guess what an animal is on the picture.

Step 4. Suggest to the participants make conclusions to the exercise: since ages a man was surrounded by animals and birds, they help people...., make joy, need care and support.

Advice to a teacher:

1. Give instructions carefully on the task to be performed.
2. Give an example: this animal lives in ..., likes ..., kills
3. Pay attention of participants on the linkage between exercise and the topic of the lesson.

Exercise 2. «Traffic light»

Time: 20 minutes

Methods: small groups

Materials: visual aids (annexes), signs with names of groups (colors of a traffic light: red, yellow, green), flipcharts and markers/ by number of groups, scissors, scotch tape.



Work space: a classroom is prepared for work in 3 small groups

Step 1. Put on each table signs with names of groups

Step 2. Hand out cards with tasks

Step 3. Place visual aids on a board

Step 4. Remind of the rules of working in small groups

Step 5. Listen to the presentations made by groups

Step 6. Summarize.

Cards with tasks:

Red

Task: discuss in your group ways of transmission of diseases from animals and birds (home, stray and wild) to people

Yellow

Task: discuss in your group a question:
What kind of diseases may a man have after interaction and care of animals and birds?

Green

Task: discuss a question in your group:
How can one protect himself/herself from infecting by diseases transferring from animals/pets and birds to a man?

Advice to a teacher:

1. After presentation of each group add on to the answers of participants.
2. For participants from urban schools select information close to their understanding. For participants of rural schools well familiar with the issues of treating domestic animals focus on the issues clear to them.
3. Watch the time carefully.

Possible options to answer

Red

Task. Discuss in your group ways of transmission of diseases from animals and birds (home, stray and wild) to people.

- A man can get infected during interaction and care for animals, infection is possible also during contact with excrements of animals when cleaning or staying in a chicken coop, barn, etc.;
- Infection may occur during eating meat or eggs, where pathogenic microorganisms can save;
- Infection may occur during bite or entering saliva of sick animals to a human body;
- A dog may infect her owner if licking his/her hands, after going to toilet.
- A man may be infected during transferring of bacteria and viruses in respiratory system, lungs, intestines and alimentary canal, *on a skin and during mucosal damage*;
- Carrying agents of different pathogens may be fleas, mites, worms.
- A man can be infected not only from sick animals and birds but from people infected by the sick animals and birds.

Yellow

Task. Discuss in your group a question: *What kind of diseases may a man have after interaction and care of animals and birds?*

- Malaria, smallpox, plague, encephalitis, salmonella, rabies, ringworm, leptospirosis, anthrax, typhoid fever, foot and mouth disease, avian and swine influenza.

Green

Task. Discuss in your group a question: *How can one save from infecting by diseases transferring from animals/pets and birds to a man?*

- After contacting with animals and birds it is required to wash hands with soap;
- During care of animals and cleaning a barn or chicken coop it is required to enter there in a special clothing and footwear;
- After cleaning premises with animals and after care of them it is required to wash hands with soap;
- It is required to use closets non accessible for animals;
- It is required to escape contact with stray dogs and cats (mainly for children);
- During eating vegetables and green salads it is recommended to wash them carefully to avoid invasion of eggs of parasites;
- It is required to conduct prevention vaccination of animals and birds;
- It is required to observe the cleanliness of places of animals and decontaminate them regularly;
- Food and water are to provide into clean feeders and waterers;
- Dung after cleanliness should be buried and not scattered;
- If animal is sick it is required to address to a veterinarian;
- In case of bites of animals a person should immediately address to a doctor!

6th grade

Chapter «Prevention of infectious diseases»

Module (theme) 1 «Prevention of infectious diseases»

Introduction: the educational lesson is directed on the prevention of infectious diseases among adolescents.

Time: 45 minutes

Educational lesson's goals:

Educational / participants will:

- Receive information on pathogens, ways of transfer and prevention of the virus-respiratory infections, diarrhea, typhoid fever;
- Learn of the threat and consequences of these infectious diseases, needs to protect from them.

Developing

- Participants will learn the simple rules of prevention of these infectious diseases;
- Develop skills of safe behavior in everyday life.

Upbringing

- Participants will realize the need and necessity of personal hygiene as a main prevention method;
- Formation of beliefs in the need of conserving one's own health.

Materials: visual aids - «Viruses and bacteria», «Ways of transmission of infectious diseases» (see the annexes to the Manual/theme «Basic concepts of hygiene» for 5th grade), «Scheme of washing hands suggested by WHO»; kerchief (bandage on the throat), light blanket, 2 chairs, a chalk*, paper, markers, scotch tape (in case of visualization of the exercise).

Educational lesson's structure

1. Start of the lesson: talk, practical task	12 minutes
2. Main part of the lesson: information related to viruses and bacteria, on the ways of transfer of infectious diseases, exercises «Complete the sentence» and «Visit to a friend who is sick»	25 minutes
3. Summary of the lesson: talk	6 minutes
4. Instructions for home task	2 minutes

*a set of material for the lesson depends on a teacher's choice of the activity for participants

Chapter «Prevention of infectious diseases»

Course of the educational lesson

1. Start of the educational lesson

Step 1. Inform of the lesson's goals.

Step 2. Conduct a talk «On the meaning of personal hygiene' rules»:

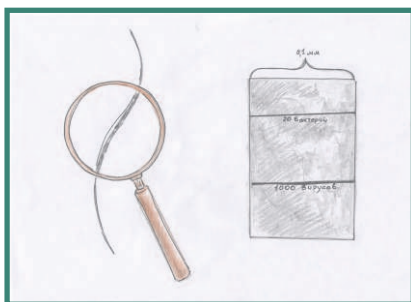
- What is a personal hygiene?
- What rules of personal hygiene do you know?
- Recall how is it correct to wash hands?
- What is it important to wash hands carefully?

Step 3. Check how participants have learned the rules of washing hands suggested in 5th grade. Suggest somebody of the participants to wash hands (if participants have difficulties with the task or make it improperly, please remind them how to do this). Tell with the help of visual aid «Scheme of washing hands suggested by WHO» of the washing hands (see Annex 1).

Step 4. Summarize a talk: noncompliance of the rules of personal hygiene, dirty hands cause infectious diseases (link the subject of the talk with the lesson's subject).

2. Main part of the educational lesson

Step 1. Remind participants of the material on viruses and microbes, on the ways of transfer of infectious diseases (Annex 2, and the Annex to the theme «Basic concepts of hygiene», 5th grade).



PicX. Viruses and bacteria

Step 2. Tell of infectious diseases such as influenza, diarrhea, typhoid fever (Annex 2). Use visual aids "Ways of infection transmission" (see annexes).



Step 3. Tell of the prevention of these diseases (Annex 2 «Materials for a teacher»)/time for talk is not less 7 minutes

Chapter «Prevention of infectious diseases»

Step 4. Conduct exercise 2. «Complete a sentence» (Annex 3 to the lesson and «Methodic recommendations»)/8 minutes.

Step 5. If time is available conduct an exercise “A visit to a friend who is sick” (Annex 3).

3. Summary of the lesson:

Step 1. Conduct a talk:

- What is important for you have you learnt at the lesson?
- How and where will you apply the information received at the lesson?

4. Home task:

Make reminders «How not to get sick with infectious diseases», distribute them to junior schoolchildren.

Visual aid

«Scheme of washing hands, recommended by WHO»



**Scheme of washing hands,
recommended by the World Health Organization, WHO**

1. Take off rings, bracelets, watches.
2. Open a tap, regulate a water temperature.
3. Moisten hands under the water stream.
4. Put on a liquid soap on a palm/soap hands.
5. Make foam.
6. Rub the palms, fingers of one hand in the inter finger spacing of another hand
7. Wash tips of fingers
8. Wash palms
9. Wash out soap from hands
10. Close a tap
11. Dry hands (hands are dried out with a towel)

Materials for a teacher

«Types of the infectious diseases: acute viral respiratory infections, influenza, diarrhea, typhoid fever, and ways of their transmission»

Infectious diseases are the specific group of diseases, which are caused by certain living pathogen transmitted from an infected body to a healthy one and capable to massive expansion. Infectious agents are microbes: bacteria, viruses, spirochetes, fungi, protozoa.

Acute viral respiratory infections

AVRI (Acute viral respiratory infections) – is a group of viral diseases which affect the respiratory tract (pharynx, larynx, trachea, bronchi and lungs).

The source of infection for all AVRI is an infected person. Way of transmission is airborne. Transmission of infection through cloths and a third party is unlikely due to instability of the virus in the environment. The transmission of the virus from mother to child during pregnancy is possible. A person's susceptibility to the virus is extremely high. The incidence is in the first place among infectious diseases.

The disease begins acutely with fever, sneezing, watery eyes, nasal discharge, and then joins a cough, initially dry, then with phlegm. There is pain in the throat when swallowing and eating.

Duration of illness from 7 to 10-day period. With timely treatment comes a full recovery.

Prevention: gauze masks when in contact with the patient, frequent ventilation, wet cleaning, tempering.

Influenza is an acute infectious disease that is caused by viruses, affects the respiratory tract, occurs acutely. The disease begins with fever, sneezing, watery eyes, nasal discharge, and then cough. With timely treatment comes a full recovery.

Typhoid

Typhoid fever is an acute infectious disease caused by typhoid bacilli. It is characterized by lesions of the small intestine. Ways of transmission differ, but contact-household way is quite frequent. Infection can occur through direct contact with a patient and through things belonging to a patient (direct contact). By water infection transmission is also frequently occurring. Children can get sick at any age.

The incubation period lasts an average of about two weeks, it can be reduced within a week. 1 - 3 days the patient has a slight malaise, headache, decreased appetite. Fever is increased step-like and within 5-6 days reaches its maximum - up to 39-40°C. At the same time weakness is growing. On 3rd-4th day it is increased the spleen, there is some enlargement of the liver. Abdominal pain is relatively rare, often defecation is delayed, mild flatulence. Tongue is coated with thick white coating.

The disease is dangerous because it can be fatal.

Prevention: drink only boiled water, wash hands with soap before eating and after using the toilet.

Acute diarrhea

Diarrhea - is too frequent bowel movements, when fecal has soft or liquid consistency. Diarrhea can be acute (bowel movement for more than 3 times per day) lasting at least 4 weeks. Diarrhea is dangerous because dehydration occurs rapidly and the death may occur.

Prevention: Keep food in a fridge, drink only boiled water, wash hands with soap before eating and after using the toilet (see Appendix 1. Scheme of hand washing, recommended by WHO).

Exercises

Exercise 1. «Complete a sentence»

Method: non-completed sentence

Materials: chalk, paper, markers, scotch tape(in case of visualization)

Time: 8 minutes

Step 1. Suggest participants basing on their knowledge on prevention of infectious diseases complete the sentences.

1. Not to get sick with a typhoid fever and diarrhea it is required (*wash hands frequently and do not contact with sick patients*)
2. Not to get flu it is required ... (*walk outside frequently in a fresh air, ventilate rooms, temper oneself, go in for sports, while contacting patients wear a gauze bandage*)
3. Visiting a friend who is sick one should remember
4. If someone is sick in a family it is required ...(*provide him/her a separate room, dishes, ventilate a room, disinfect a floor, wash dishes separately*)
5. If you feel bad it is required ...(*address to adults, to a doctor, do not make self-treatment ...*)
6. Not to get sick it is required ...(*healthy lifestyle, instructions for personal hygiene.....*)
7. Health is to be protected (*by everybody, since young age...*)

Advice to a teacher:

1. A form of working with an exercise (verbally or in written format) a teacher selects himself/herself depending on the level of preparedness of a class, number of pupils, etc.
2. If participants during a task missed some important moments it is recommended to review and complete their answers.
3. If time is available, perform an exercise "A visit to a friend who is sick"/ 10 minutes.

Exercise 2. «Visit to a friend who is sick»

Method: role playing

Materials: kerchief (bandage for throat), light blanket, 2 chairs

Time: 10 minutes

Participants: 3 persons - «a classmate who got sick», «2 visitors»

Step 1. Introduce a task to participants: imagine that (names of pupils) are visiting a friend who is sick with flu. You have to answer who of them is under the risk of getting infected.

Step 2. Watching a scene.

Step 3. Discussion in a group

Step 4. Summary: no to get sick it is required to follow simple instructions

Advice to a teacher:

1. Before starting a lesson select «actors», instruct them on the task, and one “visitor” is to be informed of the proper actions during a visit to a patient, and the second “non-informed visitor” will surely play the role with mistakes.
2. Watch the time as the main part is the discussion therefore more time and attention is to be focused on it.
3. Stop children from playing, for instance, let them say good wishes to each other.

Chapter «Prevention of infectious diseases»

Module (theme) 2 «Prevention of TB and HIV/AIDS»

Introduction: the educational lesson is directed at the prevention of TB and HIV/IDS among adolescents

Time: 45 minutes

Educational lesson's goals:

Educational / participants will:

- Receive first information on TB and HIV/AIDS, ways of transmission;
- Know of the methods of prevention of TB and HIV/AIDS

Developing

- Participants will learn the simple methods of safe behavior
- Learn to assess the situation of staying in risk zones

Upbringing

- Participants will realize the importance and the need of personal hygiene as the key prevention method;
- Formation of concepts on the need in conserving one's own health

Materials: a poster «This disease can be avoided if follow our advice», scissors, scotch tape, visual aid «HIV/AIDS ways of transfer» (annexes), cards «YES», «NO», «DON'T KNOW»

Educational lesson's structure

- | | |
|---|------------|
| 1. Start of the lesson: | 2 minutes |
| 2. Main part of the lesson: information on TB and HIV/AIDS,
Ways of transfer; exercise «How do you think?» | 35 minutes |
| 3. Summary of the lesson: talk | 5 minutes |
| 4. Instructions of home task | 3 minutes |

Course of the educational lesson

1. Start of the educational lesson

Step 1. Inform of the lesson's goal.

2. Main part of the educational lesson

Step 1. Presentation of the participants (Annex 1)

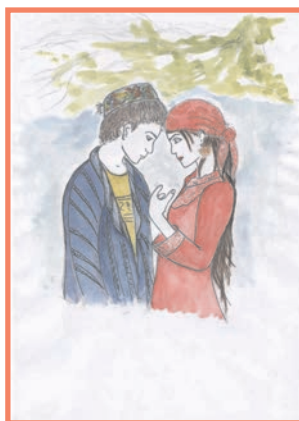
Step 2. Discussion of the information received using a poster

«This disease can be avoided if follow our advice» (Annex 1)

Step 3. Tell of HIV/AIDS and ways of transmission (using visual aids (Annex 2, 3 to the theme))



Immunodeficiency virus



Sexual way of transmission



Blood transfusion

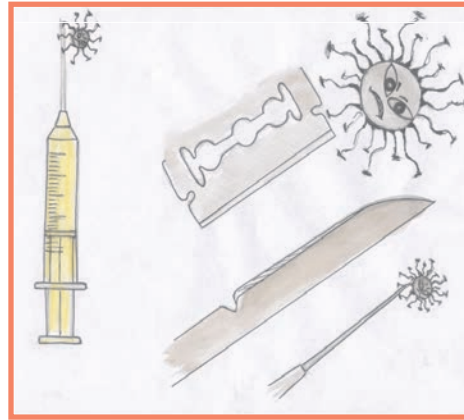
Chapter «Prevention of infectious diseases»



From HIV positive mother to a child



*Breastfeeding by an
HIV positive mother*



Non-sterile piercing-cutting instruments

Step 4. Conduct an exercise «How do you think?» (Annex 3)

3. Summary of the educational lesson:

Step 1. Conduct a talk:

- What important have you learned for yourself at the lesson?
- How and where will you apply the knowledge received at the lesson?

4. Home task: publish wall newspapers:

- «This is to know by everyone» (on the prevention of HIV/AIDS and TB)»,
- «Say NO to insidious disease» (on the prevention of TB and HIV),
- «Science in the fight with HIV/AIDS and TB».

Presentation of participants «Terrible disease can be avoided if follow our advice»

A teacher: Mostly often the agent of tuberculosis - TB bacillus, or mycobacterium, affects the lungs, which comes from the inhaled air. When an infected person coughs, tuberculosis bacilli are coming out with droplets of sputum. After drying, the droplets are deposited with the dust on the floor and on various objects in the room. In the human body the tubercle bacillus can get not only through dust, but also through the dishes, clothes, towels and other items used by the patient. Penetrated into the body the TB bacilli do not necessarily cause the disease, but viable bacilli can begin to reproduce. The human body is struggling with the "invaders", trying, if not kill, at least to isolate pockets of infection - colonies of microbes are covered by outside with a lime shell, but they remain alive in such capsules. Under adverse conditions - colds, malnutrition, "lurking" TB pathogens can become active and the person becomes ill, and the destruction of tissue begins.

1st: Terrible disease may be avoided if follow our advice.

2d: Children remember that vaccination is to be done in time – this is our first lesson.

3d: The BCG vaccine is made in the maternity hospital, in 7 years old, Mantoux tuberculin skin test is made each year.

1st: Second lesson is simple as well: wash hands after having a walk and before eating.

2d: door handles, stairs' railings, at transport rails, money are inhabited by millions of bacteria, including TB bacilli.

3d: Third lesson is very important, yeah! Try to fight with dust always and everywhere!

1st: After drying the sputum of a patient a TB bacilli remains alive. And it can live in a dust for about a year. Getting inside respiratory tract it causes a disease.

2d: Fourth lesson: milk is to be boiled. No eating raw meat and no drinking unboiled milk.

3d: TB bacilli with food products may get into a human's stomach from a sick person and cause a TB disease.

1st: Fifth lesson will be: take care of yourself if a sick person is next to you!

2d: TB bacilli during sneezing and coughing may spread out to 2 meters.

3d: Six lesson follows: did you make a medical check out? And those who close to you?

1st: Annual x-ray examination reveals disease at an early stage when it is not dangerous to others, especially children.

2d: And the last lesson, lesson number 7: it is important to become tempered to everyone!

3d: Tempering of children since early age allows strengthen protection of a human body and actively resist TB infection.

Poster

«Terrible disease can be avoided if follow our advice»

1. Children remember that vaccination is to be done in time – this is our first lesson.
2. Second lesson is simple as well: wash hands after having a walk and before eating.
3. Third lesson is very important, yeah! Try to fight with dust always and everywhere!
4. Fourth lesson: milk is to be boiled. No eating raw meat and no drinking unboiled milk.
5. Fifth lesson will be: take care of yourself if a sick person is next to you!
6. Six lesson follows: did you made a medical check out? And those who close to you?
And the last lesson, lesson number
7. it is important to become tempered to everyone!

Advice to a teacher:

1. Prepare in advance the presentation of children and a poster «This disease can be avoided if follow our advice».
2. If necessary (a big class) a number of children presenting increase adding extra information.
3. It is required to explain the meaning of the BCG vaccine, Mantoux tuberculin skin test, x-ray examination.
4. After presenting by children make a summary using a poster «This disease can be avoided if follow our advice». Focus participants on that the poster contains instructions of TB prevention written as poem.
5. If a class is well prepared it may suggested answering the questions:
 - What are the ways of infecting TB?
 - What is the perfidy of TB bacillus?
 - Name the instructions, which may allow avoiding TB.

Materials for a teacher

AIDS is transmitted through:

- Sexual way (unprotected sex);
- Through the blood: during blood transfusion, transplantation of human organs and tissues;
- While using non disinfected medical instruments which have contacted the infected blood or liquids of a human body (sperm, vaginal excreta) and were not disinfected properly (e.g. needles and syringes (IDUs), blade (during shaving) and instruments for cutting foreskin);
- From infected mother to a child during pregnancy and to a newborn during birth and breastfeeding

AIDS is not transmitted through:

- During communication
- Through linen and cloths
- During eating and dishes
- Through kisses and hugs
- During hands shaking
- While using common toilet
- Through bites of animals/insects
- Through saliva, tears and sweat
- In common living with infected person

HIV/AIDS prevention* (information for a teacher):

- Use of disposable syringes (or sterilized instruments),
- Be careful during blood transfusion (blood should be with a guarantee);
- Use of disposable shaving instruments,
- Births of HIV positive women using Cesarean (operation),
- HIV positive mother should not feed a newborn with breast milk,
- Using a condom during a sexual contact **

HIV/AIDS prevention (information for participants):**

- Do not pick up on streets the used syringes, needles, cutting instruments
- No to take in psychoactive substances (that may lead to unreasonable behavior: use of drug-contained substances, unsafe sex, etc.)

* It is required to choose most necessary from the ways suggested (depending on the preparedness level of a class).

**volume of the material presented is to be identified based on the preparedness level of a class.

Advice to a teacher:

1. During work with names of diseases take notes of abbreviations (write a word with capital letters) on a board.

Exercise «What do you think?»

Time: 10 minutes

Methods: take a position

Materials: cards «YES», «NO», «DON'T KNOW», scotch, scissors

Step 1. Place cards on a wall

Step 2. Instruct participants of the task. Inform that you will ask questions and they have to stand under those answers which they think are correct.

Step 2. Ask the questions: Can the HIV/AIDS infection occur...

- After the mosquito bite? *HIV can live and reproduce only in the liquids of a human body, therefore entering the bodies of animals and blood-sucking insects (mosquitoes) the virus dies due to their anatomy and physiology of ingestion system and the virus features. In mosquitoes' saliva HIV virus cannot reproduce and live in. Thus the bites of animals and insects are not considered as HIV way of transmission.*
- Swimming in a pool? / *no HIV is not transmitted through everyday way*
- Using common kitchen utensils? / *no HIV is not transmitted through everyday way*
- Using common stationery; / *no*
- If sitting at one desk? / *no HIV is not transmitted through everyday way*
- Through hands shaking? / *no HIV is not transmitted through everyday way*
- Blood transfusion / *yes, if unchecked donor blood is transfused in.*
- Kiss / *yes, if one of the kissers is HIV positive and he/she has an injury on lips*
- During breastfeeding / *yes, if a mother is HIV positive.*

Step 3. Discuss the answers of participants, focusing on the ways of HIV transfer

Step 4. Make a summary: not to get ill, it is important to fulfill simple instructions...(Annex 3)

Advice to a teacher:

1. Before the lesson place the cards «YES», «NO», «DON'T KNOW» on a wall. Note if they are easily available to the participants.

Chapter «Prevention of smoking»

Module (theme) 1 « Smoking is harmful to all around»

Introduction: the educational lesson is directed to prevention of smoking tobacco among adolescents.

Time: 45 minutes

Educational lesson's goals:

Educational / participants will:

- Receive information on the harm of smoking cigarettes and a passive smoking; as well as diseases caused by smoking

Developing / participants will develop their skills:

- Work in groups;
- Argumentation of their own position;
- Work with published materials;
- Public speech;
- Developing of emotional background of participants will continue.

Upbringing / participants will:

- Realize the harm and threat of smoking
- Realize the importance of the healthy lifestyle.

Materials: cards for work in small groups(printed or written copies); chalk, flip paper, scotch tape, markers/color chalks or pencils, visual aid “Respiratory tract of the human body” (see annexes), pictures to the tasks see in Annex 1.

Educational lesson's structure

1. Start of the lesson: role playing, talk	10 minutes
2. Main part of the lesson: exercise «Researchers»	25 minutes
3. Summary of the lesson: talk	7 minutes
4. Instruction for home task	3 minutes

Course of the educational lesson

1.Start of the educational lesson

Step 1. Inform of the lesson's goal. Conduct a role playing. While choosing a game take into account the free space in a classroom and the number of children. (see «Methodic recommendations).

Step 2. Conduct a talk:

- What mood do you have? Why?/ *we were playing, singing*
- What is needed a person have a good mood?/ *friends, nothing worries, health*
- What means to be healthy?/ *not to get sick, eat well, go for sports, not to have bad habits.*
- What do we call 'bad habits'?
- What kind of bad habits do people have?/ *not to wash hands before eating, be late, do not clean teeth before going to bed, smoke*

Step 3. Summarize the talk: *A person is in good mood when...*

Chapter «Prevention of smoking»

2. Main part of the educational lesson

Step 1. Conduct an exercise “Researchers” (see Annex 1, 2)

Step 2. Summarize the exercise / *Smoking is harmful because....*

3. Summary of the educational lesson:

Step 1. Suggest participants answer the questions (participants answer one or few questions voluntarily)

- Today I have learnt ...
- For me it was interesting at the lesson ...
- I understood that ...
- I was surprised by ...
- I felt that ...
- Now I will ...

4. Home task

Step 1. Provide instructions on making a home task/ possible options:

- Prepare small calendars related to the harm of smoking for parallel class;
- Issue the posters on the harm of smoking;
- Prepare visual aid for the lesson;
- Prepare an article for the school/class newspaper;
- Prepare leaflets on the harm of smoking and spread among neighbors.

Home task can be checked at the next educational lesson.

Exercises

Exercise 1. «Researchers»

Method: work in small groups (see «Methodic recommendations»)

Work space in a class: desks are prepared for work in small groups

Work space of a class board: templates for notes of summaries made by the groups.

Materials: cards for groups (printed out or written copies), flip paper, color chalks/markers, scotch tape, scissors, templates for notes of summaries made by the groups (on paper).

Step 1. Form four groups using any ways

Step 2. Remind to participants on the instructions of work in small groups
(see «Methodic recommendations»)

Step 3. Listen to the group presentations

Step 4. Summarize the exercise. Participants voluntarily complete the sentence – *Smoke is harmful as*
....

Template of the note at the board for the group “Medical doctors”:

- *In a human body of a man who is smoking is penetrating with the following harmful substances*

- *They lead to diseases of organs like* _____
- *These substances start effecting the human body since* _____
- *Passive smoking is a reason for such diseases as* _____

Template of the note at the board for the group “Economists”:

A family spares for buying cigarettes:

Per day _____ somoni

Per week _____ somoni

Per month _____ somoni

Per year _____ somoni

Cards for group

Group “Economists”

Task:

1 cigarette costs 20 dirams. In one day a smoker has from 10 to 17 cigarettes. Count how much money of the family spares on buying cigarettes:

Per day _____

Per week _____

Per month _____

Per year _____

Group «Medical doctors»

Read the text:

«Do you know that ...»

A cigarette smoke consists of a huge number of chemical substances. It contains about 4000 chemical substances among which there are nicotine, carcinogens (cancer-causing substances), gum.

As soon as the smoke touches lips, the harmful substances of it effect on the mouth, tongue, larynx, trachea, bronchi, lungs, throat, esophagus, stomach, bladder, pancreas and kidneys.

It is proved that these substances are associated with diseases of cardio-vascular system, lungs cancer and other organs, chronic bronchitis, diseases of the excretory system.

There is the so-called "passive smoking" - is inhalation of tobacco smoke in a smoky atmosphere by the people who do not smoke. They inhale a lot of smoke emitted from the smoldering end of cigarettes. This smoke contains a much higher percentage of gum, nicotine and noxious gases than exhaled smoke. Passive smoking is one of the reasons of certain types of heart disease, respiratory disease (asthma), nasal mucous membranes.

Discuss the questions:

1. What number of harmful substances can penetrate the human body of a smoking man?
2. What kind of diseases do these substances link with?
3. When these substances start effecting on the human body?
4. Who is a "passive smoker"?
5. What kind of consequences may the passive smoking lead to?

Group «Psychologists 1»

Task:

1. Look at the picture (Annex 2).
2. Discuss the questions:
 - ❖ What is a child is doing?
 - ❖ Why did he start smoking?
 - ❖ Why is he smoking in a street?
 - ❖ Where can he take money for cigarettes?



Group «Psychologists 2»

Task:

1. Look at the picture (Annex 2)
2. Discuss the questions:
 - ❖ What kind of feelings has a father?
 - ❖ What kind of feelings has a mother?
 - ❖ What kind of feelings has a child?
 - ❖ How the child will behave?
 - ❖ How a mother will behave?
 - ❖ How a father will behave?
 - ❖ What had to be done to avoid such situation?



Advice to a teacher:

1. During an exercise “Researchers” note that participants will act as scientists for some time and they have to make survey in 4 groups: “Medical doctors”, “Economists”, “Psychologists 1” and “Psychologists 2”.
2. During a work with presentation of 3d group avoid focusing the attention of children on the negative parents' reaction: beating, insulting, deprivation of something, note participants on a moral side and emotions of parents: insult, misunderstanding, pain, upset.
3. During presentations made by groups take notes to the prepared in advance templates for notes on a board.
4. Demonstrate to children a visual aid “Respiratory tract of the human body” (Annex 2). Show the mechanism of penetrating smoke to human body. Tell of the harm effects made by smoking adding information with own examples.
5. If a class is large think over additional tasks for groups (2 groups of artists, group of poets (compose poems with the rhymes suggested by a teacher, etc.))

Chapter «Prevention of smoking»

Module (theme) 2«Smoking is harmful to all around»

Introduction: the educational lesson is directed to prevention of using *nasvay* among adolescents.

Time: 45 minutes

Lesson's goals:

Educational / participants will:

- Receive information on the harm made by *nasvay* smoking; on the diseases caused by *nasvay* smoking

Developing / participants will develop their skills:

- Work in groups;
- Argumentation of their own position;
- Work with published materials;
- Public speech;
- Developing of emotional background of participants will continue.

Upbringing / participants will:

- Realize the harm and threat of smoking
- Realize the importance of the healthy lifestyle.

Materials: cards for work in small groups (printed or written copies); chalk, flip paper, scotch tape, markers/color chalks or pencils, pictures and visual aid "Human respiratory tract" (see annexes).

Educational lesson's structure

1. Start of the lesson: role playing, talk	10 minutes
2. Main part of the lesson: exercise «Researchers»	25 minutes
3. Summary of the lesson: talk	7 minutes
4. Instruction for home task	3 minutes

Course of the educational lesson

1.Start of the educational lesson

Step 1. Inform of the lesson's goal. Conduct a role playing. While choosing a game take into account the free space in a classroom and the number of children. (see «Methodic recommendations»).

Step 2. Conduct a talk:

- What mood do you have? Why?/ *we were playing, singing*
- What is needed a person have a good mood?/ *friends, nothing worries, health*
- What means to be healthy?/ *not to get sick, eat well, go for sports, not to have bad habits.*
- What do we call 'bad habits'?
- What kind of bad habits do people have?/ *not to wash hands before eating, be late, do not clean teeth before going to bed, smoke....*

Step 3. Summarize the talk: A person is in good mood when...

Chapter «Prevention of smoking»

2. Main part of the educational lesson

Step 1. Conduct an exercise “Researchers” (see Annex 1, 2)

Step 2. Summarize the exercise / *Smoking is harmful because....*

3. Summary of the educational lesson:

Step 1. Suggest participants answer the questions (participants answer one or few questions voluntarily)

- Today I have learnt ...
- For me it was interesting at the lesson ...
- I understood that ...
- I was surprised by ...
- I felt that ...
- Now I will ...

4. Home task

Step 1. Provide instructions on making a home task/ possible options:

- Prepare small calendars related to the harm of nasvay smoking for parallel class;
- Issue the posters on the harm of nasvay smoking;
- Prepare visual aid for the lesson;
- Prepare an article for the school/class newspaper;
- Prepare leaflets on the harm of nasvay and spread among neighbors.

Home task can be checked at the next educational lesson.

Exercises

Exercise 1. «Researchers»

Method: work in small groups (see «Methodic recommendations»)

Time: 25 minutes

Work space: desks are prepared for work in small groups

Work space of a class board: think over the work space of a board, as of presentations made by groups, a poster prepared by the group «Artists».

Materials: pictures and visual aids «Human respiratory tract» (see annexes), cards for groups (printed out or written copies), flip paper, color chalks/markers, scotch tape, scissors.

Step 1. Form four groups using any ways

Step 2. Remind to participants on the instructions of work in small groups
(see «Methodic recommendations»)

Step 3. Listen to the group presentations

Step 4. Summarize the exercise. Participants voluntarily complete the sentence – *Smoke is harmful as*
....

Template of the note at the board for the group «Medical doctors»:

- *The human body of a man who is smoking nasvay is penetrating with the following harmful substances* _____
- *Nasvay smoking leads to diseases like* _____

Template of the note at the board for the group «Economists»:

- *A family spares for 1 year* _____ *somoni*
- *We can buy the following useful things for this money*

Cards for groups

Group «Medical doctors»

Read the text:

«Do you know that ...»

The composition of nasvay may contain tobacco, ashes of flax or other plants, slaked lime, chicken litter and dung, vegetable oil, etc. Receiving of nasvay can cause nausea, headache, indigestion and the formation of blisters on the lips.

According to experts, 80% of cases of cancer of tongue, lips and other organs of the mouth and larynx have been linked to the fact that people use nasvay. Long-term use of nasvay can lead to gastric ulcers, tooth decay.

Since nasvay includes chicken manure and dung, then using it is easy to get a variety of intestinal infections and parasitic (worm) diseases.

Nasvay has a bad effect on memory.

Nasvay smoking not only harms the health, but looks ugly, violates the purity of streets and premises.

Discuss the questions:

1. What kind of harmful substances can penetrate the human body of a man smoking nasvay?
2. What kind of diseases do these substances link with?
3. How the nasvay smoking is effecting on the human behavior at streets?

Group «Economists»**Task:**

Estimate how many somoni a family where there is person smoking nasvay spares?
1 package costs 20 dirams. This enough for 2 days. How much a family will spare:

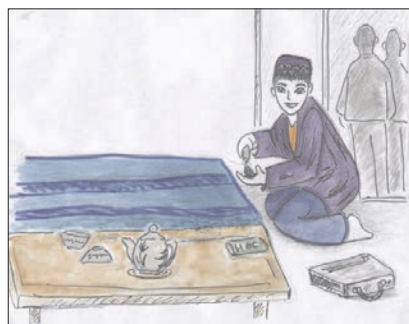
- For one year _____
- What useful things one can buy for this money?

Group «Observers»**Task:**

1. Look at the pictures (Annex 2)
2. Answer the questions:
 - ❖ Who are these people?
 - ❖ Why are they smoking?
 - ❖ What is the boy thinking of?



- ❖ What kind of feelings does a father feel?
- ❖ What kind of feelings does a mother feel?
- ❖ What kind of feelings does a boy feel?
- ❖ What will be the boy's behavior?
- ❖ What will be the mother's behavior?
- ❖ What will be the father's behavior?
- ❖ What has to be done to avoid such kind of situations?

**Group «Artists»****Task:**

1. Draw a poster «Say no to Nasvay smoking!»
2. Defend your poster, explain its meaning and sense to your classmates

Advice to a teacher:

1. During exercise “Researchers” focus on the fact that participants will act as scientists and artists. Scientists/researches will conduct a survey and artists will draw a poster – warning.
2. It is important to remember that time loss during the lesson is extremely unwelcome.
3. During a work with presentation of 3d group avoid focusing the attention of children on the negative parents' reaction: beating, insulting, deprivation of something, note participants on a moral side and emotions of parents: insult, misunderstanding, pain, upset.
4. Demonstrate to children a visual aid “Respiratory tract of a human body”. Show the mechanism of penetrating smoke to human body. Tell of the harm effect made by nasvay smoking (Annex 2).
a.
b. insult hurtgrievanceinjurywrongumbragewoundharmpiqueududgeonpeta.
5. During presentations made by groups take notes to the prepared in advance templates for notes on a board.
6. If a class is large think over additional tasks for groups (2 groups of artists, group of poets (compose poems with the rhymes suggested by a teacher, etc.))

Materials for a teacher

Nasvay

Nasvay – a product containing nicotine, traditional in Central Asia. The main component is tobacco or shag, instead of which previously was used the local plant "nas." Also nasvay includes products such as flax ashes or other plants, slaked lime, excreta is added (dung and chicken manure), as well as vegetable oil and other components. To improve the taste spices can be added to nasvay.

Lime, manure and ash used to change the acidity and increase the absorption of nicotine into the bloodstream through the mucous membrane of the inner cavities of the body. For sale nasvay comes in the form of small "balls" or "sticks" of plastic mass or powder. Nasvay has a dirty-green color, and specific odor. Nasvay also has other names: nasybay, nas, nos, ise.

The effect of receiving a mixture of nasvay is in a short (no more than 5-7 minutes) light relaxation and turbidity in the eyes. Nasvay also can cause nausea, headache, indigestion, and blisters on the lips.

Nasvay has another feature. Virtually it is impossible to distinguish in the crowd a man who uses nasvay. Nasvay does not require subcutaneous or intravenous injections, swallowing pills or something like that. It is enough to put a little portion of it behind a lip or under the tongue, and then wait for the onset of effect due to its action.

Consequences of using nasvay:

1. According to experts 80% of cases of cancer of tongue, lips and other organs of the oral cavity and larynx have been linked to the fact that people use nasvay. Nasvay is a hundred percent chance of getting cancer.
2. Since nasvay contains animal excrements, then consuming it, causes extremely easily a variety of intestinal infections and parasitic diseases, including viral hepatitis.
3. Gardeners know what will happen to the plant, if it is watered by undiluted solution of chicken manure: a plant will get burned. Doctors confirm that the same thing happens in human bodies, consuming nasvay, primarily affect the mouth and gastrointestinal tract. Long-term use can lead to Nasvay ulcer.
4. Since the main active ingredient in nasvay is tobacco, it is developed the same nicotine dependence. This form of tobacco is more harmful than cigarette smoking because person receives a large dose of nicotine, especially in relation to the impact of lime on mucosa of oral cavity. Nasvay causes severe drug dependence.
5. Narcology experts say that in some portions of nasvay may contain other drug abuse substances, in addition to tobacco. Thus, it is developing not only the nicotine addiction, but also dependence on other chemicals.
6. Nasvay may be treated to the number of psychotropic substances. Its use by adolescents is reflected in their mental development reducing the perception and deterioration of memory, children become unbalanced. Consumers report of the problems with memory, a constant state of confusion. Consequences of using nasvay are changing of the adolescent's personality, the violation of his mind.
7. For children using nasvay it becomes a habit very quickly, it becomes the norm. Soon, a teen wants more thrills. And if a teenager buys a nasvay as easily as a chewing gum, it is likely that in the near future he will try hard drugs.

Myths spread by users

1. Any kind of a drug - chicken manure or dung (which nasvay contains) is always used for the sake of "unique life experiences". This kind of idea is inspired by experienced users to beginners, and saying nothing of having nausea or diarrhea.
2. The promotion of "miraculous properties of drugs," unfortunately is often made in the media. Like any other drug Nasvay is assigned any desired quality for the consumer, often opposite (remind to any doubting that consumers of the most popular drugs such as alcohol and tobacco, are confident that these substances may have both stimulating and relaxing effect, and then what kind of effect will manifest itself, does not depend on the dose, but on the mood of the consumer and the environment of consumption).
3. Basically the reason of using nasvay teenagers calls that after it one does not want to smoke. Some people think nasvay as a means of giving up smoking, others - as the substitute of tobacco, when you do not want to impersonate oneself by a smell or a smoke. Often nasvay is referred to as a tobacco for sportsmen who do not want to dirty lungs with gum. However, nasvay is not a substitute for, but the tobacco itself that causes harm to the human body. If the goal is just to find a cure for smoking give up or a tobacco substitute, and thus take it just through one's mouth, for this there are legal and licensed drugs with known effect - chewing gum containing nicotine, which is sold in pharmacies without a prescription, but nasvay is not a good choice for this.
4. "The effect is fast, one can relax in between pairs or at breaks at school" - obviously, this is suggested to adolescents who are offered nasvay directly at the school.
5. Narcology experts report that some of their patients' relatives brought "nasvay", saying that it helps fight against drug addiction.

Chapter «Prevention of smoking»

Module (theme)3«Make a right decision»

Introduction: educational lesson is directed on the prevention of smoking tobacco and primary work for development of protective behavior' skills of adolescents in terms of pressure from negative environment (bad companies).

Time: 45 minutes

Educational lesson's goals:

Educational / participants will:

- Get know of the ways/strategies of refusal from risky behavior

Developing / participants will develop skills:

- Argumentation of one's own viewpoint;
- Making non-standard decisions
- Applying on practice the knowledge received.

Upbringing / participants will

- Realize the importance of rejection from risky behavior and feel responsibility for making a decision.

Materials: chalk, selection of works made by participants (a home task of previous lesson) scotch tape, scissors.

Educational lesson's structure

- | | |
|---|------------|
| 1. Start of the lesson: a talk related to "What is the harm of smoking?",
check of the homework by the lesson «Smoke is harmful to all around» | 10 minutes |
| 2. Main part of the lesson: exercise «Advice to a friend»,
story of the strategies of refusal from risky behavior | 25 minutes |
| 3. Summary of the lesson: a talk | 8 minutes |
| 4. Home task | 2 minutes |

Course of the educational lesson

1. Start of the educational lesson

Step 1. Inform of the lesson's goal.

Step 2. Conduct a talk "What is the harm of smoking?" (not more 5 minutes)

- What is the harm of smoking to the human's health?
- What organs of the human body suffer from smoking? Use a poster "Respiratory tract of humans" (see Annex the manual)
- What is the harm of smoking to the environment (family budget, risks produced from smoking, etc.)
- Who are passive smokers?

Step 3. Suggest participants summarize the talk.

Step 4. Get participants familiar (not more 5 minutes) with the results of homework (posters, calendars on the harm of smoking, etc., which were hung on a wall before classes).

2. Main part of the educational lesson

Step 1. Conduct an exercise «Advice to a friend» (Annex 1)

Chapter «Prevention of smoking»

Step 2. Get participants familiar with the strategies of refusal (Annex 2)

Step 3. Having introduced the participants with 3 ways of refusal from risky behavior make sure that they understood them, and therefore suggest to participants identify which way on their view is the most comfortable and why?

3. Summary of the educational lesson

Step 1. Conduct a talk:

- Today I have learnt ...
- I have understood that ...
- Now I can...

4. Home task: possible options:

- Publish a wall newspaper "Say No! to bad habits",
- Publish a wall newspaper "Make a right decision";
- Prepare a sketch on a T-shirt "Make a right decision"

Task can be implemented both individually and in groups.

Result of the homework prepared can be introduction with wall newspapers, sketches of pupils from other classes, and this can be hung on in school corridors or in a classroom.

Exercises

Exercise «Advice to a friend»

Methods: work in pairs / in a group

Time: 15 minutes

Work space in a classroom: common circle /work in groups (3, 4 persons in a group)

Work space on a board: a central part of a board

Materials: chalk

Step 1. Introduce a task: imagine that a friend addressed to you in searching for help. He has met with a group of young boys who smoke cigarettes. They suggest him to smoke with them. Give an advice to your friend how to refuse/say no.

Step 2. Suggest participants read the advices

Step 3. Summarize the exercise: sometimes in life we have to refuse other's people's suggestions. Reasons for this are different – there is no possibility to perform a request, time or efforts shortage, etc. But one has to be able to refuse from doubtful and harmful suggestions

Advice to a teacher:

1. Think over the work space in a classroom, it depends on the number of participants.
2. During presentations make short notes on a board.
3. During summaries underline positive moments of the children's work/ *nobody stays apart – everybody wanted to help a friend, opinion of each pupil is important...*
4. Note that the final talk is the beginning of the strategies of refusal that will continue at lesson "Make the right choice".

Materials for teachers

Strategies of refusal

Often in our life we have to refuse from something. Situations of refusal are frequently linked to unpleasant emotions: fear of insult, deteriorate relations, feeling of guilty. But when we refuse with confidence, calmly and persuasively it comes around that our refusal is accepted calmly and does not cause negative emotions.

While refusing it is important to be polite, but firm and confident. If your response is unconvincing, suggesting thinking that you are hesitating and need longer suasion. Confident and calm response will save you from unnecessary fuss.

1. Polite “No, thanks”. Children understand that you do not want something they are suggesting you:

- Do you want a cigarette?
- *No thanks.*

2. Double refusal from smoking.

- Do you want a cigarette?
- *No thanks!*
- Take it, try, this is cool!
- *No thanks, I am not smoking!*

3. Avoiding places where smoking teens meet.

Note: each person has a right to refuse from any suggestion of another person.

Please note!

During a talk of the strategies of refusal there is a need to remember that learning skills on protective behavior will be continued at the lesson “Make the right choice”, thus at this lesson only simple strategies of refusal from risky behavior are mentioned.

Chapter «Prevention of smoking»

Module (theme) 4 «Alcohol is an enemy for health»

Introduction: educational lesson is directed to the primary prevention of alcohol dependence among adolescents.

Time: 45 minutes

Lesson's goals:

Educational / participants:

- Learn of the harmful impact of the alcohol on a human body

Developing / participants will develop their skills:

- Communicative competencies (skills and abilities) with the help of working in pairs, taking part in a discussion

Upbringing / participants will:

- Realize the importance of values of healthy lifestyle;
- Formation of beliefs on the inadmissibility of drinking alcohol

Materials: board/flips, chalk/markers, scotch tape, scissors, two flower pots/ jars from the buttermilk /yogurt with experimental results.

Educational lesson's structure

- | | |
|--|------------|
| 1. Start of the lesson: introduction in the subject of a lesson, introduction the goal | 5 minutes |
| 2. Main part of the lesson: introduction with the results of experiment related to harmful effect of alcohol, story of harmful effects of alcohol on a human body, exercises «"Burime" – composing poems using rhymes», "Prevention measures". | 30 minutes |
| 3. Summary: | 8 minutes |
| 4. Home task | 2 minutes |

Course of the educational lesson

1. Start of the educational lesson

Step 1. Introduce participants in the lesson's subject: a well-known scholar Abu al Faradge said that a man using one of the discoveries made by Arabs, first is becoming similar to a peacock – he is proud, his movements are smooth and stately. He then assumes the character of a monkey and starts kidding and flirting to all. Then he becomes like a lion: arrogant, proud, and confident in his strength. And finally, he turns to a pig and, likewise lying in the mud. What do you think about what kind of discovery said Abu al Faradge (about alcohol, which was received by the Arabs in the V-VI centuries and called it "alcohol", meaning "intoxicating.")

Step 2. Introduce the lesson's goal.

2. Main part of the educational lesson

Step 1. Suggest participants listen to and consider the results of the experiment with pea seeds (Annex 1)

Step 2. Tell of harmful effects of alcohol on the human body (Annex 2, use the visual aid to the lesson "Smoking is harmful to all around")

Chapter «Prevention of smoking»

Step 3. Conduct an exercise «"Burime" – composing poems using rhymes» (Annex 1)

Step 4. Conduct an exercise «Prevention measures» (Annex 1)

3. Summary of the educational lesson

Step 1. Suggest to participants (by wish) complete the phrases:

- I thought...
- Now I think ...
- I was impressed that ...
- Now I know that ...

4. Home task: learn the proverbs and sayings related to the harm of alcohol, explain using 1-2 examples, how participants understand these proverbs/ sayings.

Exercises

Results of experiment

Methods: demonstration, story

Time: 10 minutes

Materials: two flower pots / jars from the buttermilk/yogurt with experimental results

Step 1. Introduce participants into the task: *3 weeks ago we have taken 2 flower pots and planted in each pot two pea seeds/wheat. In the first pot (name of participant) poured with water and the second pot I poured with vodka. In a few days a pea seed in the first pot (poured with water) began to rise and raise earth cover. In the second pot nothing happens. We continued pouring pots. In some time a seed poured by water is showed outside. In two weeks it gives small leaves; in the second pot seeds even are not showed out.*

Step 2. Demonstrate the results of the experiment to participants

Step 3. Suggest to participants make a summary themselves/ the seed is dead as it was killed by vodka, it could not breathe and suffocated...

Step 4. Dig out the earth in a spot and show to the participants what has happened with a seed/ became black, crumpled ...

Step 5. Summarize:

- What can you say of the results of the experiment?
- What kind of impression did you have seeing the plants poured with alcohol?
- What kind of summary can be made based on the experiment?/on the harmful effects of alcohol on everything alive.

Advice to a teacher:

1. Preparation of the lesson is to be started 3-4 weeks prior to the lesson.
2. Involve to the experiment 1-2 of participants (a pot with a second pot is to be poured by a teacher).
3. Note all changes occurring with seeds in different pots, in the same time with participants.
4. Suggest participants themselves tell of their observations.
5. Note that the results of the experiment will help start a talk of the harm of alcohol on a human body.

Exercise “Burime” – composing poems using rhymes”

Methods: work in pairs

Time: 8 minutes

Materials: board/flips, chalk/markers

Step 1. Introduce the participants in the task: rhymes are written on a board and the task for participants is to compose poems using the rhymes.

Step 2. Check the task fulfillment.

1 option

- _____ years
- _____ drink
- _____ miseries
- _____ loose yourself

2 option

- _____ harm,
- _____ friends!
- _____ you
- _____ for nothing!

Advice to a teacher:

1. Explain to participants what is «"Burime" – composing poems using rhymes»/ game during which participants compose poems using the proposed rhymes.
2. Give your own example on other rhymes (prepare it beforehand).
3. Listen to the answers of participants by their own wish.

Exercise «Prevention measures»

Method: brainstorming

Time: 8 minutes

Materials: board/flips, chalk/markers, scotch, scissors.

Step 1. Suggest participants identify what it is needed to do in our country not to prevent use of alcohol by schoolchildren/ *prohibit sale of alcohol, bans by parents, and fines for drinking alcohol in public places, receive reliable information on the harm of alcohol, etc.*

Step 2. Summarize and note what it is done in our country in fight against alcohol/*prohibit sale of alcohol to persons under 18, promotion of alcohol is prohibited, in schools, newspapers, magazines it is told of bad effects of drinking alcohol, clinics for drug abuse treatment where help is provided to people drinking alcohol, etc.*

Materials for a teacher

The man has vital organs: heart, lungs, stomach, liver, kidneys, and organs of sense. Each does its job, but alcohol can disrupt the coherence of this work.

Researchers found that alcohol remains in the body for a long time. Over two weeks its harmful effect lasts. After taking a small dose of alcohol it is saved in the brain, heart, kidney, stomach, from 49 hours to 15 days.

Penetrating into the body, alcohol hurries to the nervous system: the brain and nerves. The brain controls human's behavior and mood. When alcohol enters the nervous system, it inhibits the holding signal to and from the brain, as it slows human reaction to external stimuli. Alcohol not only slows down the reaction, but also adversely affects the abilities. The use of small doses of alcohol impairs memory: one cannot learn even a little poem, cannot tell in his own words what he read, makes serious in simple arithmetic operations.

Alcohol affects not only the nervous system, it violates the normal functioning of the heart and lungs. The heart is working, not stopping for a moment, throughout life, it pumps the blood, and therefore needs a constant influx of nutrients and oxygen, and alcohol hinders to it, so the heart can stop, and then comes death. Lungs also are working the whole life long, without stopping. They give out into the environment the air poor with oxygen and take a fresh, oxygen-rich air. Alcohol damages the lung tissue, making it vulnerable to germs that cause lung disease.

Alcohol affects the blood. The blood contains red and white blood cells. Alcohol acts on these elements of the blood, reducing their ability: white blood cells cannot fight germs, and red - carry out oxygen. The work of entire body is disrupted.

But human body starts fighting with alcohol and strives to neutralize it and let it out.

The liver detoxifies alcohol for 1 hour - 1 gram of alcohol. Some cells in the liver can die therefore. And with plenty of alcohol the liver cannot cope, and then death occurs.

Chapter «Make the right decision»

Module (theme)«Make the right choice»

Introduction: the educational lesson is aimed at continue developing skills of safe behavior and decision making in situations of pressure from negative environment (bad companies).

Time: 45 minutes

Educational lesson's goals:

Educational / participants will:

- Increase awareness on the ways of rejection from risky behavior
- *Receive information on the impact/pressure from negative environment*

Developing / participants will develop their skills:

- Work in pairs;
- Argumentation of one's own viewpoint;
- *Skills of safe behavior*
- Proceed with participants on the development of:
 - Cognitive and creative abilities,
 - Emotional sphere through creation of a situation of surprise,
 - Interest, emotional feelings
 - Skills to apply the knowledge on practice.

Upbringing / participants will:

- *Realize the linkage between the dependence on the opinion of other people and risky behavior;*
- A lesson will promote the development of feeling of responsibility for one's own behavior and the importance of making right decision.

Materials: visual aids “Choose friends” – different groups of children (see annexes), scotch tape, scissors, chalk, poster/note on a board “Types of a group pressure”, paper A4/note-books of participants, pens/pencils, pictures of children from different types of groups.

Educational lesson's structure

- | | |
|--|------------|
| 1. Start of the game «Complete a word» | 5 minutes |
| 2. Main part of a lesson: exercise “Choose friends»,
“ Puppet theatre ”, information on the types of a group pressure
and ways of resistance to the pressure from negative environment. | 30 minutes |
| 3. Summary of the lesson: exercise «I can» | 7 minutes |
| 4. Instructions for home task | 3 minutes |

Course of the educational lesson

1. Start of the educational lesson

Step 1. Inform of the lesson's goal. Play a game «Complete a word»: saying by turn first syllables of few words related to healthy lifestyle (e.g. health, joy, success, happiness, love, friendship, etc.), ask participants complete these words.

Chapter «Make the right decision»

Step 2. Summarize the game. Many good words you have mentioned – health, joy, success..... How do you think why we have started with this game (take participants to the thought that all feelings linked with these words we utter and feel during communication with people)?

2. Main part of the educational lesson

Step 1. Conduct exercise «Choose friends» (Annex 1), summarize the exercise. Give brief information on the factors promoting to the involvement of young boys to bad companies (Annex 2 «Materials for a teacher»).

Step 2. Conduct exercise 2 “**Puppet theatre**”(Annex 1), summarize the exercise.

Step 3. Tell children of the types of a group pressure and ways to resist the pressure of the environment (Annex 2 “Materials for teacher”). While telling use a poster/note on a board “Types of a group pressure”. During explanation of the ways to resist the pressure from peers make short notes on a classboard.

3. Summarize an educational lesson:

Step 1. Conduct an exercise 3 “I can” (Annex 1)

Step 2. Summarize the lesson:

- What did you know at the lesson?
- What have you learnt?
- What have made you think?

4. Home task: clarify the reasons by which at the view of participants their peers fall under the influence of bad companies. Think over the alternative actions for each reason. For instance, a wish to show that a young boy is an adult, that is helping cleaning the house, helping the elderly person, etc.

Exercises

Exercise 1. «Choose friends»

Method: «Select a position» (Methodic recommendations)

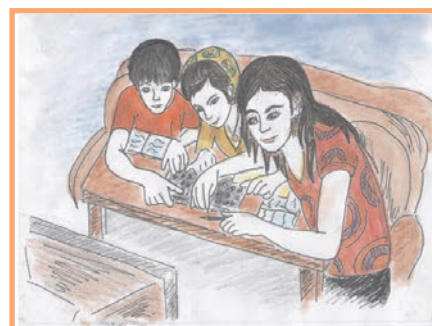
Work space in a class: around the perimeter of the class the pictures of different groups of children are hung on, desks stand traditionally.

Work space on a board: it is noted «-» and «+» (space on a board is divided in two – the second part is for information on ways of a group pressure.

Time: not less 8 minutes

Materials: chalk, scotch tape, pictures of different groups of children(see Annex 3)

Time: not more 8 minutes



Step 1. Note the participants of cards hung on in a classroom

Step 2. Ask the participants: «Which groups of children on pictures would you like to make friends? Why?»

Step 3. Ask the children stand behind the pictures

Step 4. Ask the participants explain their choice.

Step 5. Summarize the exercise:

Good companies give you a chance..... And children from such companies we often call friends.

Bad companies affect negatively on children And such kinds of children are hardly to call “friends”.

Advice to a teacher:

1. Hang on pictures before the lesson starts.
2. Place pictures by perimeter of a class considering how it is convenient to approach them.

3. Prepare a space on a board for short note of answers of participants (under the sign «-» - negative impact of bad companies, under the sign «+» - a positive impact).
4. If there are few participants behind a picture ask them to develop one common view though do not limit yourself by one view as other proposals are possible to be encouraged too.
5. Answers to be sounded from the smallest group of participants.
6. If no one stood behind pictures of bad companies ask them to answer «Why nobody wished to make friends with those children?»
7. Summarize using the notes of participants made on a board.
8. While summarizing a focus to be made on the impact of positive companies on a child.

Note! This exercise is a beginning of a talk on the negative impact of a bad company on a child.

Exercise 2. “Puppet theater”.

Method: role playing(in pairs)

Work space in a classroom: desks are set up traditionally

Work space of a board: notes («+» and «-») of the exercise «Choose friends»

Time: not more 10 minutes

Step 1. Introduce a game:

Many children are behind you, some of them you wish to be close to as (note on a board «+» - exercise «Choose friends»), with others you would not communicate as (note on a board «-»). It means that some influence of these children is useful to you and another influence is not. Very often bad companies attract children by various ways. To know how most children feel in bad companies and how these companies attract children, we can do an exercise “Puppet theatre”.

Step 2. Identify roles of participants:

For instance, first numbers are puppets, and second numbers are puppeteers

Step 3. Suggest to participants play a small scene of a puppet show where puppeteers manage all movements of a puppet. Participants compose a scenario by themselves not limiting their imagination.

Step 4. Summarize in a group discussion:

- What kind of feelings did the puppets feel?
- What kind of feelings did the puppeteers feel?
- What kind of wishes did you have while playing?

During a discussion all participants share their impressions. Participants can talk of different feelings: feeling uncomfortable, tension or otherwise of a feeling of self-superiority, comfort.

Advice to a teacher:

1. Please explain to participants what is marionette (Italian marionetta — a kind of controlled theatrical puppet, which is set in motion by a puppeteer using wires or a metal rod. In a figurative sense it is a man, government, state, etc. being an obedient tool in the hands of strangers).
2. Plan your work in a way that most time is gone for discussion.
3. Do not forget to take children out of role playing (for instance, say pleasant words to each other).

Exercise 3. «I can»

Method: individual work, group discussion

Work space in a classroom: desks are set up traditionally

Time: not more 7 minutes

Materials: sheet of paper A4/ note-books, pens/pencils, scotch tape

Step 1. Prepare participants to the exercise.

How do you think which features of a man's character can help resisting a group pressure? (a group discussion).

Step 2. Ask the participants put a palm on a paper A4 and make a contour. On each finger of palm' contour they should note their character features, which help them not to fall under influence of a bad company.

Step 3. Upon completing ask the participants hang on all notes on a board. Those who wish may utter the wish.

Step 4. Summarize the exercise: each of you has strength which allows you not to fall under the influence of a bad company. You may finish the lesson with the words from the poem of Omar Hayam:

To live life wisely, one ought to know a lot.

Remember two important rules to get started:

You'd better starve than eat horrible food,

And better be alone than with just anyone.

Materials for teacher

relates to the factors promoting to involving of young people to bad companies

In the street the formation of 'values' occurs, which seeks a teenager, a model of his/her behavior is built in accordance with existing rules in it, an experience is forming that defines next life of a teenager - an aimless, empty pastime, smoking, drinking, etc. Teens are joined in companies in the place of study or place of residence - "backyard company" or in an urban neighborhood ("street company"). Often the companies for the place of study and residence are the same. Not all the yard and street companies are by nature are asocial. But today more and more companies appear, bringing together young people through entertainment: discos, gambling, and trips to nature sites, etc. What are the reasons that contribute to involvement of teens in the companies? Such factors may include:

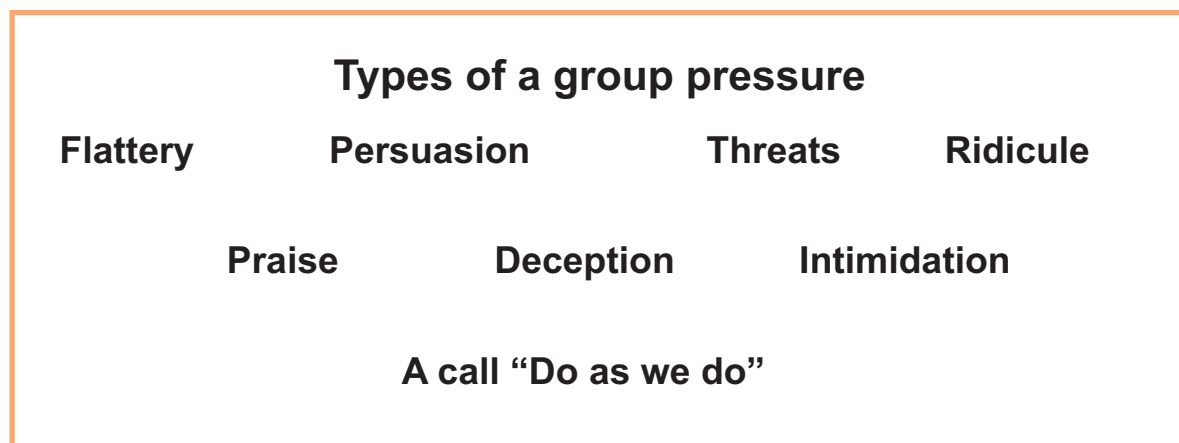
- age-sensitive mental features of a teenager. Mental development is characterized by age crises. The child begins to resist the educational influences of adults, conflict with them, behave rudely, does not obey. There are the following crises: newborn, 1 year, 3, 7, 13 and 17 years;
- the whole system of relationships of a teen with adults and peers is changing. In an effort to get rid of the influence of adults, a teenager becomes critical with respect to his/her parents, teachers, begins to notice their shortcomings;
 - teens are characterized by increased need for communication with peers, a desire to assert themselves in their environment, he/she reacts sensitively to the opinions of peers;
 - the need for communication and self-assertion of a teenager is to be realized in a supportive environment. If this fails, then a teen is asserting himself in non-formal teen groups, street, yard companies in the form of such expressions as drinking, smoking, foul language, bullying.
- Unfavorable family often has a negative influence on the adolescent, it interferes with his/her normal development. The absence of a moral environment, disturbance of contact with family and friends stung by adolescents;
 - a desire to quickly become an adult often leads teens to start smoking and drinking, which increases self-esteem as a "good guy" in his own eyes and in the estimates of their peers;
 - the impact of the youth subculture;
 - a desire to emulate the heroes of gunmen movies;
 - problems that are "ashamed" to discuss with adults – they do not understand
 - desire to be accepted in the "adult peers" company.

Types of a group pressure

Attempts to make the other person to do something without explaining the real reasons are called a pressure. Especially it is difficult to resist pressure from a group of people, i.e., group pressure, since a person usually tries to be a member of a group, correspond to the norms and values ?? of this group. We often cannot resist to it, and give in, but do not want this. There are following ways to the pressures that are most often used in the company of peers: flattery, persuasion, threats, ridicule, praise, bribery, deception, intimidation, the call "do as we do." For example:

- pressure of friends - a proposal is made ?? in a friendly form: "Do not you want to try something?";
- pressure from the "teasers" and the nickname: "Come on, do not be a mama's boy" or "Are you a dweeb?";
- hard pressure: "Are you scared? You are a coward! Etc.

While telling, hang on a poster “Types of a group pressure” or make a note such as:



Ways to resist the pressure of the environment

How to resist an influence of a bad company? Some ways you are familiar with. Let us remind (polite refuse, say “No” despite anything, avoid such companies). Get familiar with other ways:

- explain the reason of your refusal.
 - Do you smoke?
 - No.
 - Take this, try, it's cool...
 - I know it is harmful, I don't like...

One can really start bothering you and insist on. You may be called a bore, etc. In this situation try to stay calm, do not succumb to provocations, do not quarrel. You may ask: “Why do you need me to do this?” The question is too complex to answer easily.

- Take a cigarette.
- No, thanks.
- Sure, you are not yet mature enough to smoke
- Why do you need me to smoke?
- ?
- Sometimes it is better just go away or pass by. In this case there is no need to refuse then.
 - Do you want to smoke? Come on, join us!
 - You just pass by ignoring the company.
- Reject confidently is possible without any words also, gestures are sometimes more eloquent than any explanation.
- Answer with humor and walk away
 - I will not hold a cigarette in my hands

- **Change a subject:** come up with something that is also interesting and is not related to that to which you are forced (go for sport gym, movies, etc.).

Always remember that people in every situation have a choice, i.e., a person can make his/her own decision, and I want to see in your lives, each of you would make ?? the right choice.

Methodic recommendations

Methodic recommendations

Interactive methods of training

Work in small groups

Small groups (not more 5 people) – is a frequently used method in learning as it allows active work in a group and a joint developing a common viewpoint.

Steps to work in a small group

Step 1. Divide participants by groups

Step 2. Introduce the task to be discussed by the group (a task is to be written on cards, board, etc.)

Step 3. Ask each group identify members who will: lead a discussion, note all ideas (secretary), present to all the results produced by the group (a reporter), watch the time, write down on a flip (board, cards, etc.). Other roles in a group are also possible – they allow each participant be active during work.

Step 4. Give enough time to groups to perform a task.

Step 5. Upon time completion allow each group briefly present the results.

Step 6. Make the summary based on the results of work in small groups.

Advice to a teacher

- Priory a list of groups can be compiled and hang it on; ask participants count by one-two by the number of groups – after counting all first numbers form a first group and the second numbers form a second group, etc.; names of fruits, months can be used instead of numbers, give out some figures (quadrangle, triangle, circle, etc.);
- Be sure that each group understand properly a task;
- During a work in small groups move from one group to another;
- Watch the time during presentations by groups;
- After the group presentation address with a question if a group has something to add and/or notes (if there are some notes or corrections let the group make this);
- After the group presentation suggest other groups ask questions to a reporter, if any;
- Think over what the groups which make the task earlier will do;
- One should be ready to the increased noise typical for interactive methods of training.
- Work in small groups requires more time therefore this method should not presume upon;
- Prepare in advance the work space in a classroom;
- Think over on what the participants will make notes (better to write on flips and before making a presentation hang them on a board);

Brainstorming

Method to address a problem, when participants are suggested to say more options to address a problem, including the most fantastic ones.

Phases and steps of work

1. Preparatory phase – formulation of a problem.

2. Main phase – provision of ideas.

Step 1. Ask participants express ideas, note them down without any other changes.

Step 2. Discuss each idea and identify if it can address the problem suggested for discussion.

Step 3. Grouping, selection, and evaluation of ideas – this can allow identify the most valuable ideas and see the final result of brainstorming (here the evaluation is welcome).

Advice to a teacher:

- During provision of ideas no assessments or comments are appropriate as participants would focus on protecting of their suggestions and not on providing new ones.
- Encourage participants provide any kind of ideas, even fantastic ones;
- Suggest schoolchildren develop or change their own ideas as it often leads to new ideas.
- Notes of ideas are better to make on flips
- During a brainstorming the main thing is the number of ideas, therefore do not put any limits during provision of ideas.

Method «Take a position»

Method provides a chance to participants to express their own views on the problem discussed and apply on practice skills of communication and argumentation of one's own position.

Steps of work

Step 1. Introduce a problem (expression, fact).

Step 2. Ask participants stand up in front of the relevant poster/ table depending on their point of view on the problem discussed.

Step 3. Suggest participants justify their own position

Step 4. Move from one point of view to another (try to cover all participants).

Advice to a teacher:

- Before the lesson start place the plates “Agree”, “Disagree”, “Do not know” in the opposite ends of a classroom;
- Explain the instructions for performing a task;
- Remind participants that they can move from one plate to another during the task;
- While moving from one plate to another participants should explain the reason of changing their own view;
- Problem (fact, expression) should envisage the opposite point of views;
- Method “take a position” can be used in the start of the lesson (demonstrate many point of views relating to an issue) as well as during fixing a material.

Warm-ups

Transfer a smile

A Leader: We are standing/sitting in a circle to cheer up everyone. Now we will send smiles to each other, like this... (sends a smile to the one standing close or the one out of children naming him/her...), a one standing behind should catch up a smile and pass on.

Hello, hello

Participants are standing in a circle. A leader is moving outside the circle and touches one participant's back. All run away to different directions. Meeting in pairs they shake hands saying "Hello, hello!" (a name can be called) – and, then run again trying to stand in a pair. A participant who failed to stand in a pair is becoming a leader.

Snow ball

Participants are sitting in a circle and present themselves by turn: saying a name and a personal quality starting with the same letter as the name. Next participant is doing the same, etc.

Weather forecast

Each participant assesses his/her own mood using for description a season/month/weather phenomenon. For instance, a spring/April/rainbow.

Merry-go-round

Participants are dividing to two equal groups and are standing in double circle: internal and external. Participants, standing inside, turn towards the external circle. Each of the participants has to say a compliment to an opposite one. The internal circle is standing still and the external by command from a teacher (clap, a sound) is moving by circle clockwise. A merry-go-round is moving until all participants say compliments to each other.

Cosmicspace

A teacher is suggesting to a class think over and demonstrate the most fast way of transferring a small ball (any other object) in turn from first to last participant of a group (time is not to exceed 5 seconds). And the names of each participant have to be called.

Fairytale

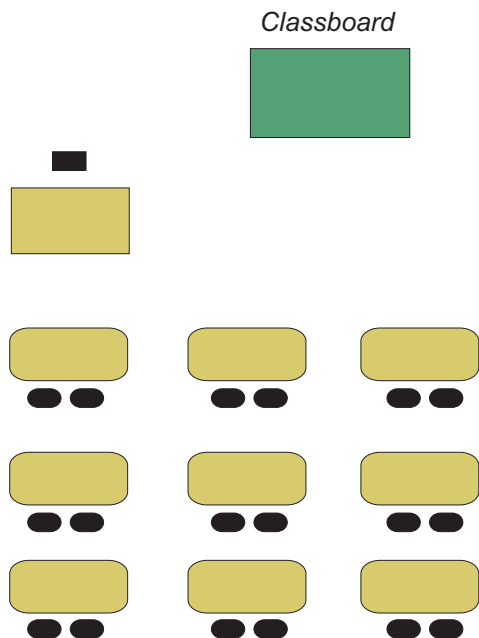
A teacher tells to a class the beginning of a fairy tale, introduces its heroes. Then suggests compose a culmination and an outcome of a fairy tale. Each participant writes down on a paper and rolls up the list of paper so that no one can read a suggestion and transfers to another participant, who in his turn writes down his own suggestion. All participants write down one phrase and then a leader presents a composed fairy tale to the group.

Note: Warm-ups requires time, preparation, space, a definite number of participants.

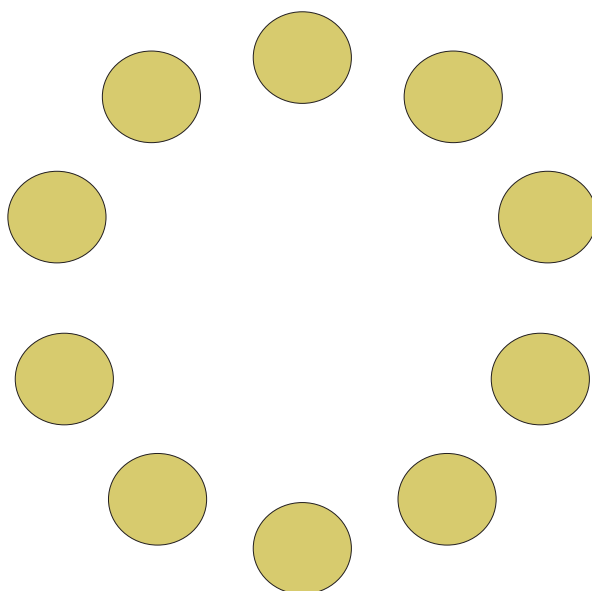
Types of tables set up during interactive training

A work space in a classroom

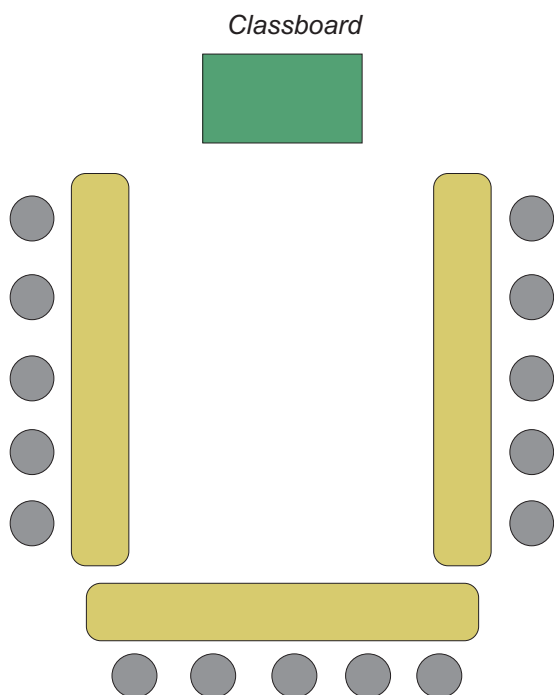
Classroom



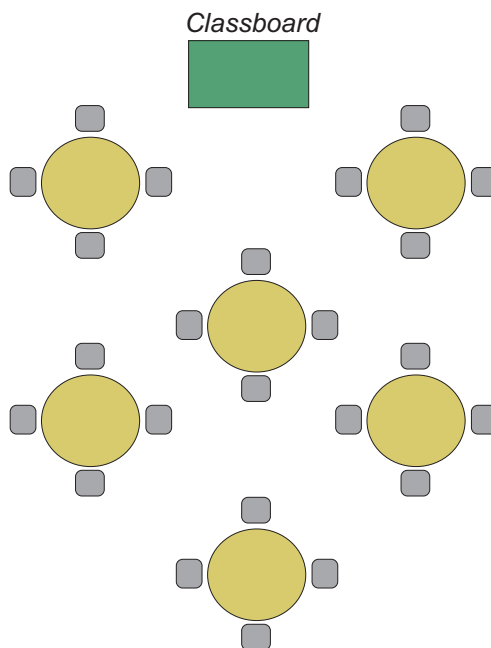
Classroom



Letter «U»



Discussion club (café)
for work in small groups



List of Abbreviations

WHO – World Health Organization
AVRI -Acute Viral Respiratory Infections
TB – tuberculosis (disease)
BCG – vaccine against tuberculosis
HIV – Human immunodeficiency Virus
AIDS – Acquired Immunodeficiency Syndrome
dB–decibel (measurement of a sound)
cm²– measurement of an area
virusAAV-2 – a type of virus

LITERATURE

1. Í áöèí í àëüí àÿ ï ðí ãðàì ì à ò í ðì èðí ààí èÿ çäí ðí âí ã í áðàçà æçí è à Ðañí óáëëêà Òàäæëëñòàí í à ï áðëí à 2011-2010 ã àù . Áóø àí áà, 2011
2. Áàðí í ì àè «Òàðçè xà, òè ñí èèì » áàðí è òí í áí áàã í è ñèì ò xí è I-XI. Áàçí ðàòèì àí ðèò è ÷ Ñ Ò Áóø àí áà, 2008
3. Çäí ðí àù é í áðàç æçí è. Í ï ñí áéà äëÿ ó-èòäëáé 7-9 êëàññí â í áù áí áðàçí ààòäëüí ù ò ó-ááí ù ò çàááááí èé/ UNICEF, UNIFEM. Áóø àí áà, 2008 ã ä
4. Çäí ðí àù é í áðàç æçí è. Òðáí èí æ æçí áí í ù ò í ààù èí á. Í ï ñí áéÿ äëÿ ó-àù èõñÿ 7, 8 è 9-ò êëàññí â í áù áí áðàçí ààòäëüí ù ò ó-ááí ù ò çàááááí èé/ UNICEF, UNIFEM. Áóø àí áà, 2008 ã ä
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7. Bundeszentrale für gesundheitliche Aufklärung (BZgA)/ Ó-ááí í àí ï ñí áéáí í ò í ðì èðí ààí èð ÇÍ Æ ñðááéò-àù èõñÿ 5-6 êëàññí â, í ï ù ò Äððí áí èè.
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9. Çí ààòä èè àù, ÷òí <http://www.siemens-sluh.com>
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11. Í áèèí í àà Í . Á.Í ðí ãðàì ì à ï ðí ò èëàèòè-àññí é ðàáí òù ï ï ï ðãáóí ðãæáí èð í àððóó áí èé í ñàí èè è ï èí ññí ñòí ï èÿ áàòäé áí ø èí èüí í ã áí çðàñòà [http// festival.1 september.ru](http://festival.1september.ru)
12. Í áðí ï ðëÿòëÿ ï ï ï ðí ò èëàèòèèà í àððóó áí èé í ñàí èè è í ñòðí òù çðáí èÿ ø èí èüí èèà (рекомендации для родителей). <http://sch86.minskodubu/main>
13. Í ðí ò èëàèòèèà í àððóó áí èé í ñàí èè ó áàòäé. <http://www.roditeli-info.ru>
14. Äëàññàí áð Èóçí áóí á. Í ðí ò èëàèòè-àññí èá òí ðàæí áí èÿ. <http://ota-ona.zn.uz>
15. Áò áí í àà È. Í . "Çàáí èáááí èÿ í ðãáí í á çðáí èÿ è èò ï ðí ò èëàèòèèà. [http// festival.1 september.ru](http://festival.1september.ru)
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18. Ñòðí áí èà æàçà ÷-àëí áàèà <http://www.eyeshelp.ru>
19. Çí ààòä èè àù, ÷òí ... <http://www.epwr.ru>
20. Áàéí áð Ý. Í . Í ðí ãðàì ì à í áó-áí èÿ çäí ðí âí ì ó í áðàçó æçí è äëÿ ó-àù èõñÿ ï ÿòù ò êëàññí â (выдержки)Пособие для учителей. Äáí àðòàì áí ò í áðàçí ààí èÿ è í áóèè Äàì èí èñòðàòèè Èèí áóèí é í áéàñòè. Èèí áóèè Äí ñóààðñòàáí í ù é ï áààã æ-àññí èé óí èáàðñèòàò Ì áæáóçí àññí èé Òáí òð ï ï ï ðí áéáí àí áàèáí èí æ-àññí ã í áðàçí ààí èÿ Ì èí èñòàðñòàá í áðàçí ààí èÿ è í áóèè ÐÕ
21. Ñí èðí í àà Í èñàí à Í èèí èàááí à. Òðáí èí ã áí á çàí ÿòèá "Èàè ñéàçàòù "Í àò!" [http:// festival.1 september. ru](http://festival.1september.ru)
22. " Óè-í àÿ èí ï í áí èÿ" http://www.pod-rostok.ru/ulichnaja_kompanija.php
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