

**Ministry of Education**

**Syllabus for the Course**

***Health, Safety and Nutrition (HSNU 121)***

**(Certificate programme for prospective pre-school teachers)**

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**Course Title:** Health Safety and Nutrition

**Course Code:** HSNU- 121

**Credit hours:** 3

**Contact hours:** 3

**Prerequisite:** None

**Requirements:** Required for pre-school Certificate Teachers

**Rationale of the course**

The rationale of developing syllabus of Health Safety and Nutrition for pre-school certificate teachers is to enable them developing adequate knowledge, attitudes and practical skills through interactive and participatory learning. This leads them to keep children healthy by providing hygienic environment and improved nutrition system. Hence, teaching this course provides the learners with understanding of skills and reflective knowledge needed for children’s physical, mental, social and psychological health as well as their learning progresses. This course is therefore, provided for prospective pre-school teachers to prevent children from different diseases particularly infectious diseases, which are the leading causes of morbidity and mortality in all age groups particularly in children under 7 years of age. Such diseases are especially prevalent where general hygiene and environmental sanitation are poor and where there is a shortage of protected water and food. Thus, the ultimate purpose of this course is to enable pre-school certificate teachers to develop basic knowledge, attitudes and skills to keep children healthy and keep them from different accidents.

**Course Description**:

The major areas addressed by this course are child’s health, safety concerns and nutrition. Therefore, the course includes:-

* promoting children’s ***health*** through awareness, effective practices, and health education
* creating and maintaining ***safe learning environments***
* meeting children’s essential ***nutritional needs*** through thoughtful meal planning and nutrition education

**Course objectives:**

At the end of this course, Prospective pre-school teachers will be able to:

* Know the definition of health and healthy life styles.
* Recognize factors that affect our health.
* Learn to work with others to keep children and the surrounding clean.
* Understand different causes of infectious diseases and ways of transmission.
* Understand the main causes of accidents and their avoidance mechanisms
* Develop skill how to give first aid for pre-school children during emergencies.
* Plan nutritious and economic meals for pre-school children
* Critically understand sign, symptom and prevention of common infectious diseases.
* Realize about nutrition, food types, balanced diet and food hygiene and contamination.

**UNIT ONE**: **OUR HEALTH (13 hrs)**

**UNIT LEARNING OUTCOMES**:

* Know the meaning of health and factors that affect health.
* Understand ways in which they can keep preschool children healthy
* Recognize and put into practice healthy life styles.

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| SPECIFIC OBJECTIVES | CONTENTS | INSTRUCTIONAL METHODOLOGY | INSTRUCTIONAL MEDIA | ASSESSMENT TECHNIQUES |
| ***After completing this content the trainees will be able to:-***   * Define the meaning of health in terms of physical, mental, social and psychological aspects | * 1. **What is health** | * Group discussion * Questioning and answering | Charts | -Observation  -Reflection  - Oral questions |
| * list common traditional practices that affect children’s health * Describe the risk of dirty places and poor personal hygiene * Name diseases spread by each of the animals ; bedbugs, lice, ticks, mites and flies * Describe how lack of food affects our health * Give examples of accidents and how they affect health * Elaborate how drugs like cigarettes,« chat´ etc affect our health | **1.2. What factors affect our health**  1.2.1 Traditional practices  1.2.2 Personal and environmental hygiene problems  1.2.3 Contaminated foods /water  1.2.4 Presence of mice, bedbug, lice, mites, flies etc  1.2.5 Lack of appropriate foods  1.2.6 Accidents  1.2.7 Drugs (chewing « chat´, smoking Cigarettes ) | * Think-pair-think * Visiting their surrounding and reporting their observation * Spider diagram * Gap-lecture | Pamphlets  Charts | -Observation  - Reflection |
| * Explain and demonstrate when and how to wash hands, feet, face, hair, teeth and skin * Be model in keeping their bodies clean * Give reasons why we clean things and our surroundings * Work willingly with others to keep children and the surrounding clean | **1.3. Healthy life styles**  1.3.1 Carrying for our bodies  1.3.2 cleaning things we use and surroundings | * Demonstration * Questioning and answering * Lecture: | Chart | Questioning and answering  Observation |

**References**

* 1. Chandler, A.C. & Read, C.P. 1981. Introduction to parasitology. 3rd edition. Toppan Company Ltd, Tokyo, 810pp
  2. Marotz, L., Cross, M., & Rush, J. (2012). *Health, safety, and nutrition for the young child*. (8th ed.) Clifton Park, NY: Thomson Delmar Learning
  3. Neilson E.A. Bland, H.B. & Hill, A.R. 1975 Healthful Living in Your Environment. A Division of Doubleday & Company, Inc., Illinois, 576pp.

**UNIT TWO**: **GERMS AND PREVENTION OF DISEASES (17 hrs)**

**UNIT LEARNING OUTCOMES**:

* Understand the definition of germs and diseases.
* Know the causes and mode of transmission of disease
* Recognize the causes, signs and symptoms and prevention of different infectious diseases
* Appreciate body defence mechanism against diseases.

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| SPECIFIC OBJECTIVES | CONTENTS | INSTRUCTIONAL METHODOLOGY | INSTRUCTIONAL MEDIAS | ASSESSMENT TECHNIQUES |
| ***After completing this content the trainees will be able to:-***   * Explain what germs are and Where they are found * List common germs with their unique characteristics * Explain what disease is * Describe the meaning of sanitation | **2.1 Germs, Diseases and sanitation**  **2. 1.1 What are germs and where they live**  -Viruses, bacteria , protozoa, fungi  2.1.**2 What is disease**  **2.1.3 What is sanitation** | * Brain storming * Questioning and answering * Pyramiding method | * Charts * Leaflets | * Reflection * Observation |
| * Explain ways by which germs spread * Categorise ways by which germs spread | **2.2 Spreading of Germs and diseases**  **Ways in which germs are spread (enter the body)**  -air (air borne) - Bodily contact  -water (water borne) - animals/insects  - food (food borne) - excreta | * Brain storming * Group discussion * Reflection * Gap lecture | - Charts | -Observation  -Class work |
| * list some infectious diseases common in children * describe the causes of different diseases * Give the causative agents of each infectious disease. * Practice the preventive methods of disease | **2.3 Some diseases caused by germs**  2.3.1 **Viral diseases** (Hepatitis, Common cold, HIV/AIDS )  **2.3.2 Bacterial diseases** (Tuberculosis, Typhoid fever, Pneumonia)  **2.3. 3 Fungal diseases**  (Athletes foots, Ringworm )  **2.3.4 Protozoan diseases** (Amoebiasis, Giardiasis, Malaria)  **2.3.5 Worms**  (Tapeworm, Hookworm and Ascaris) | * Gig saw * Hot seating * Gap lecture | Charts,  Pamphlets | Project work  -Observation  - Quiz |
| * Keep things clean they use and wash their eyes, feet, skin and teeth regularly * Explain body defence mechanism against disease * Distinguish the difference between natural and acquired immunity. * Practice vaccination through appreciating its significance | 2.4. **Prevention of the spreading of germs and disease**  **2.4.1 Personal and public hygiene**  **2.4.2 Immunization**  -Natural immunity  -Acquired immunity  - vaccination | * Pair discussion * Demonstration * Reflection | -Chart | -Observation |

**References**

1. Chandler, A.C. & Read, C.P. 1981. Introduction to parasitology. 3rd edition. Toppan Company Ltd, Tokyo, 810pp
2. Marotz, L., Cross, M., & Rush, J. (2012). *Health, safety, and nutrition for the young child*. (8th ed.) Clifton Park, NY: Thomson Delmar Learning
3. Neilson E.A. Bland, H.B. & Hill, A.R. 1975 Healthful Living in Your Environment. A Division of Doubleday & Company, Inc., Illinois, 576pp.
4. Volk, W.A. & Wheeler. M.F. 1980. Basic Microbiology. 4th edition, J.B. Lippincot Company, Philadelphia, 610pp./

**UNIT THREE**: **SAFETY AND ACCEDENT PREVENTION (16 hrs)**

**UNIT LEARNING OUTCOMES**:

* Know the definition of safety and its types
* Understand the causes and controlling of accident.
* Outline risk prevention mechanisms
* Develop skills how to administer first aid during emergency

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| **Specific Objectives** | **Contents** | **Instructional Methodology** | **Instructional MEDIA** | **Assessment Techniques** |
| ***After completing this content the trainees will be able to:-***   * Tell the definition of safety * Describe the reasons why children are exposed to different accidents * Mention different types of safety * Discuss the importance of safe environments for all children | 3.1. What is “safety”  3.1.1 Why safety is especial concern for pre-school children  3.1.2. Types of safety   * Play ground safety * Fire safety * Safety in the community * Safety at home * Road safety | * Individual work * Gallery work * Reflection * Gap lecture | -Charts  Photographs Pamphlets | Questioning and answering  Observation |
| * Describe what an accident is * Identify the main causes of accidents * List types of accidents that commonly occur at home and outside home * Mention ways of preventing accidents * Avoid situations that are likely to cause accidents | **3.2. Accidents**  **3.2.1. Types of accidents** (burns, fractures, cuts, near-drowning, bites, poisoning, electrical injuries)  **3.2.2 Causes of accidents** (fire, hot water, broken bottles, vehicles, bicycles, bites)    **3.2.3. Common Injuries and their care**  **3.2.4 Ways of preventing accidents** | * Brain storming * Cross over group: * Reflection: * Role play**:** * Gap lecture | * Charts * Animation * Films | Observation |
| * Define the meaning of first aid * Identify procedures for first aid application * Demonstrate first aid application for common accidents * Apply first aid during emergency cases | **3.3. First aid for common accidents**   * Meaning of first aid * First aid for bleeding * First aid for bone fracture * First aid for burns * First aid for poisoning * First aid for animal bite * First aid for drowning * First aid for breathing | * Individual work * Group discussion:- * Demonstration * Role play * Guest | Chart  First-aid kit | Observation  Group assessment  Class work |

**References**

1. Marotz, L., Cross, M., & Rush, J. (2012). *Health, safety, and nutrition for the young child*. (8th ed.) Clifton Park, NY: Thomson Delmar Learning
2. Neilson E.A. Bland, H.B. & Hill, A.R. 1975 Healthful Living in Your Environment. A Division of Doubleday & Company, Inc., Illinois, 576pp.
3. A curriculum for training of child care providers :Health and safety in child care setting prevention of injuries Module 2 second edition June 1998 The California department of Education , Child development division.
4. National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Available from http://nrckids.org/ CFOC3/PDFVersion/list.html
5. National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Appendix EE: *America’s Playgrounds Safety Report Card.* Available from http://nrckids.org/CFOC3/PDFVersion/PDF\_Color/CFOC3\_EE.pdf

**UNIT FOUR**: **FOOD AND NUTRITION (14 hrs)**

**UNIT LEARNING OUTCOMES**:

* Understand about the meanings of food and nutrition
* Analyse ways of food preservation and contamination
* Recognize about balanced diet, malnutrition and deficiency diseases
* Develop habit of feeding balanced diet and avoid food contamination

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| **Specific Objectives** | **Contents** | **Instructional Methodology** | **Instructional Material** | **Assessment Techniques** |
| ***After completing this content the trainees will be able to:-***   * Define food and nutrition. * Describe types of foods needed by the body for different functions * Make a list of foods which should be given for children for their growth and health * Plan and demonstrate balanced diet * Prepare nutritious food menu for preschool children * Describe ways of keeping food clean * List ways of preserving food with examples * Describe ways through which food contaminated * Label parts of digestive system with their functions * Demonstrate how to clean their teeth properly and regularly * List impacts of good and bad food habits on health * describe the ill effects of malnutrition | 4.1. Meaning of food and nutrition  4.2.Food types   * Energy yielding/ carbohydrates & fats – Go foods * Body building/proteins – grow foods * Protective foods (Vitamins & minerals)   4.3. Balanced diet  - Planning food menu for children  4.4. Food hygiene  4.5 Food preservation  - ways of food preservation  4.6 Food contamination  4.7 Digestive system and its parts  4.7.1 Teeth types and care of teeth  4.7. 2 Good & bad feeding habits  4.8 Malnutrition  4.8.1.Deficiency diseases (Marasmus, Kwashiorkor, Anaemia, Pellagra, Scurvy, Rickets, Beriberi) | * Individual work * Brain storming * Jigsaw: * Peer teaching * Gap lecture- * Bus group * Project * Experiment | Charts  Pictures  Food menu plans  Food materials such as bread, *injera*, onion, meat..etc. | -Observation  Questioning and  Answering  Evaluating the project work  Quiz |

**References**

1. Marotz, L., Cross, M., & Rush, J. (2012). *Health, safety, and nutrition for the young child*. (8th ed.) Clifton Park, NY: Thomson Delmar Learning
2. National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Available from http://nrckids.org/ CFOC3/PDFVersion/list.html
3. National Resource Center for Health and Safety in Child Care and Early Education. (2012). *Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd edition.* Appendix EE: *America’s Playgrounds Safety Report Card.* Available from http://nrckids.org/CFOC3/PDFVersion/PDF\_Color/CFOC3\_EE.pdf

**UNIT FIVE:** **Environmental Education and Protection**

**UNIT LEARNING OUTCOMES**:

* Understand the concepts of environment
* Demonstrate an understanding of environmental education as a response to the environmental crisis
* Change school environment
* Coordinate environmental protection activities in schools and around school surroundings.
* Transfer environmental protection knowledge and attitude to students, teachers, and stakeholders near by the school.

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| SPECIFIC OBJECTIVES | CONTENTS | INSTRUCTIONAL METHODOLOGY | INSTRUCTIONAL MEDIA | ASSESSMENT TECHNIQUES |
| ***After completing this content the trainees will be able to:-***   * Explain the concepts of environmental education | 5.1 **Concept of environment education** | * Group discussion * Questioning and answering | Charts | -Observation  -Reflection  - Oral questions |
| * Elaborate the need of environmental attention/concern | 5.2 **Why we provide much attention to environment**? | * Think-pair-think * Visiting | Pamphlets | -Observation |
| * Categorize the components of environment with examples | **5.3 Components of Environment** | * Gap lecture | Chart |  |
| * Explain the different causes of environmental deterioration | **5.4 Causes of environmental deterioration** | * Field trip |  | Check list |
| * Elaborate the concept of conservation and preservation * Work willingly and coordinate others for remedial actions of environment * Keep school environments clean and green * Practice environmental protective mechanisms | **5.5** **Concept of Conservation and**  **Preservation**  **5.5.1 Rejuvenating environment**  **5.5.2 Greening school environment**  **5.5.3 Protection measures to be taken** | * Brain storming * Role playing * Guest | Photographs  Charts | Reflection  Individual work |

**Course Assessment**

* + Group work-5%
  + Individual work-5%
  + Presentation (Reflection) and role playing – 10%
  + Quiz – 5%
  + Project work -10%
  + Field trip- 5%
  + Mid exams- 20%
  + Final exam – 40%