

# **Nan Komedselan si Takho**

## **Maikadwa ay Grado**

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### **TEACHERS' MANUAL**

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**for Igorot Grade 2 Health Book**



# **Nan Komedselan si Takho Maikadwa ay Grado**

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## **TEACHERS' MANUAL**

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for the

**Second of a Graded Series of Health Books  
for use in Elementary Schools**

Co-authors: Dr. Keith Benn  
Mr. William Faculo  
Mrs. Eliza Babaran



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## **FOREWORD**

A principal concern of our nation today is the empowerment of its people with the ability to attend to their own basic needs. In the realm of health and survival, Filipinos throughout the archipelago are in need of the information necessary to attain and maintain good health through simple habits and sensible practices.

This book provides our Filipino countrymen in cultural communities with informative reading material in their own language while it addresses the need to empower them with useful information on health care. Through such endeavours, our nation can hope to combat the form of poverty which is even more debilitating than economic poverty; poverty of the mind.

While the nation's Health Department is always prepared to respond to the health needs of the Filipino people, it can only function as a partner of an informed and activated populace that is bent on ensuring their own health by their everyday activities. In this respect, we look forward to seeing this book put to good use in enabling our countrymen to achieve good health, and in so doing, contribute to the task of building a nation.

31 May 1990

A handwritten signature in black ink, appearing to read "ARAB", is written above the printed name of the Secretary of Health.

**ALFREDO R. A. BENGZON M.D.  
Secretary of Health**



REPUBLIKA NG PILIPINAS  
(Republic of the Philippines)  
**KAGAWARAN NG EDUKASYON, KULTURA AT ISPORTS**  
(DEPARTMENT OF EDUCATION, CULTURE & SPORTS)  
MAYNILA  
(MANILA)

**TANGGAPAN NG KALIHIM**  
(OFFICE OF THE SECRETARY)

### PAUNANG SALITA

Sagana sa ganda at pagkakaiba-ibang kultural ang ating bansa. Mahigit 150 wika ang umiiral sa 300,000 metro kwadrang saklaw ng ating bayan, na bawat isa'y may sariling pagkakakilanlan, sa lalong nakapagpaparilag sa pagkamosaik ng buong bayang Pilipinas.

Sa simula pa lamang ng ating kasaysayan, napanatili na ng mga pamayanang kultural ang kakanyahan ng bawat isa. Ngayon, lalo natin silang dapat himuking higit pang pangalagaan ang kanilang makukulay na pamana. Itaas nating ang ating kapwa Pilipino at patindihin ang kanyang pagmamalaki sa sarili at sa mga ninunong nakapag-ambag sa pagtatatag ng ating bansa upang lalong ibunsod ang pagmamalaki at dangal ng ating pagkabansa.

Ang aklat na ito ay isa lamang sa maraming aklat na naglalayong linangin ang kasanayan sa pagbasa at pagkaunawa at dagdagan ang kaalaman sa pamamagitan ng unang wika, tungo sa pagkatutong bumasa sa wikang pambansa. Pinabibilis ng ganitong pagdulog ang pagkatutong bumasa at ang tagumpay at tiwalang matatamo sa ganitong paraan ay magbubunsod sa estudyante sa hangaring ipagpatuloy ang edukasyon sa wikang pambansa.

Ikinararantal ng Kagawaran ng Edukasyon, Kultura at Isports na ipakilala ang aklat na ito, ang pinakahuli sa isang serye ng mga aklat na naglalayong palaganapin ang pagkatutong bumasa at sumulat. Habang nalilintang ang mga kasanayang pang-edukasyon na hinahangad ng mga aklat na ito, ang ating bansa sa pangkalahatan ay magtatamo ng kasaganaan.

  
ISIDRO D. CARIÑO  
Kalihim

Republic of the Philippines  
Department of Education, Culture and Sports  
Cordillera Administrative Region  
DIVISION OF MOUNTAIN PROVINCE  
Bontoc, Mountain Province

## PREFACE

Health Education is the process of translating a scientific knowledge about health into desirable attitudes, practices and habits by means of the educational process. Its ultimate goal is to develop Health Education rather than merely health-informed citizens.

To achieve and maintain good health, grade II pupils must be equipped with appropriate health knowledge to enable them to lead a successful and healthful life.

This book will provide the basic knowledge needed for information, action and guidance to good health.



Helen B. Baywong  
Schools Division Superintendent

Republic of the Philippines  
Department of Education, Culture and Sports  
Cordillera Administrative Region  
DIVISION OF MOUNTAIN PROVINCE  
Bontoc, Mountain Province

## PREFACE

It is generally recognized that the individual child who enjoys a sound state of health is able to achieve more, and do things better, than one who is sickly. To bring about the best in every child the promotion and protection of health becomes a vital concern of the school through health education, to enable the child to develop a positive attitude and practices conducive to healthful living. It is for this purpose that this book is printed through the wholehearted support of the Schools Division Superintendent Mrs. Helen B. Baywong with the help of Dr. Keith Benn of the Summer Institute of Linguistics.

Eliza Babaran  
General Education Supervisor for Health

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# **Lesson 1**

## **Personal Cleanliness, Posture and Appearance**

### **Objectives:**

By the end of the lesson, students should be fully aware that personal cleanliness, and good posture and appearance must become a habit, and that they should start practicing them in their everyday life.

### **Activities:**

- (i) Sing the song “**Kag Tona nan Angnek/Keg Tona nan Ikkak**” from Grade 1 lesson 1 (see Appendix I).
- (ii) Individual and class reading.
- (iii) Class discussion.
- (iv) A test at the end of the lesson.

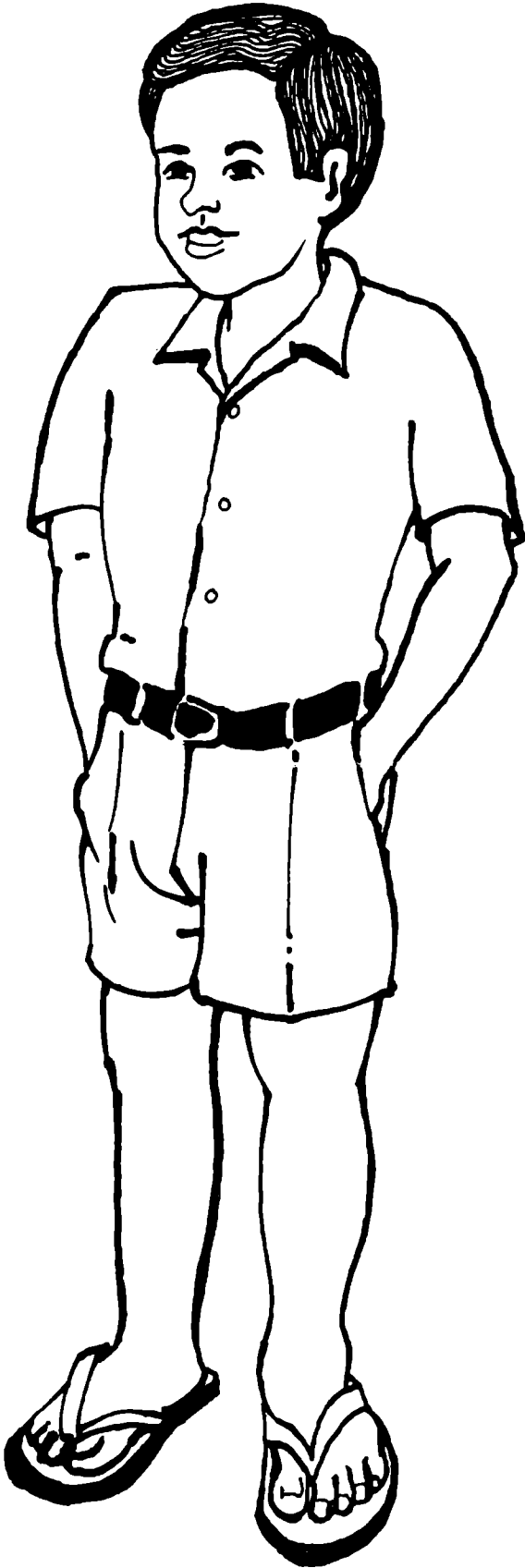
### **Methodology:**

#### **1. Preparation:**

- (i) Motivation:
  - (a) Sing the song “**Kag Tona nan Angnek/Keg Tona nan Ikkak**” from Grade 1 lesson 1 (see Appendix I). This song is at the back of the students’ books (pages 188-189).
  - (b) Ask the students what habits of cleanliness they performed before coming to school. Explain what parts of the body should be cleaned before coming to school.
- (ii) State the aim of the lesson: To learn why it is important to begin to build habits of personal cleanliness.

#### **2. Presentation:**

- (i) Show a picture of a well-groomed and clean boy to the class (see page 2).
- (ii) Ask the pupils what they observe about the boy in the picture.
- (iii) Let the pupils explain their observations of the boy in the picture.
- (iv) If necessary, ask what parts of the body of the boy are clean.
- (v) Have a student read paragraph 1 of the lesson.
- (vi) Ask pupils if they have already heard of bacteria. Discuss the fact that there are bacteria in the air, in food, inside our intestinal tract, and on everything we touch. Only a few of these cause us sickness.





## *Lesson 1*

- (vii) Have a student read the second paragraph of the lesson. Have the class read it together.
- (viii) Ask why it is especially important to wash after coming from the toilet. Feces have a very high content of bacteria, many of which will cause sickness.
- (ix) Discuss what it means to have a habit. Ask students what are some good habits to have.
- (x) Ask a student to read the third and fourth paragraphs of the lesson. Have the class read them together.
- (xi) Show the picture of the poorly-groomed boy (page 3). Ask what he should do to improve his appearance.
- (xii) Have a student read the fifth paragraph of the lesson.
- (xiii) Ask students what other reasons there are for taking a bath. Tell them that bacteria grow on our skin if it is not regularly washed, making us more prone to skin infections like boils and skin ulcers.
- (xiv) Read the sixth and seventh paragraphs to the class.
- (xv) Ask students why they would like to have good appearance.

### *3. Comparison and Abstraction:*

Different parts of the body are cleaned in different ways.

- (i) Ask the pupils which parts of the body can be cleaned with a brush.
- (ii) Ask what is the value of using soap when we bathe.
- (iii) Ask what we should do if we have younger siblings who have pimples and boils on their bodies. (Answer: regular bathing with soap.)

### *4. Generalization:*

Use the “Questions to be Answered” as a test for the students. Tell pupils to close their books and take out their writing pads. Ask them the four questions, allowing them time to write their answers in Igorot. (When the lesson is taught in Filipino or English, the answers should be given in that language.)

### *5. Applications:*

Divide class into three sections to sing “**Kag Tona nan Angnek/Keg Tona nan Ikkak.**” Have the first group sing verse 1, group two sing verse 2, group three verse 3, group 1 sing verse 4, and so on until verse 7, which all sing.

### **Evaluation:**

This lesson has highlighted the importance of personal grooming and regular habits of washing and bathing. The teacher will know that the students have learned the lesson if they see an improvement in personal grooming and cleanliness.

**Additional Activities:**

- (i) Review the following new vocabulary:

<b>New Vocabulary</b>		
<b>Igorot</b>	<b>Filipino</b>	<b>English</b>
pinagchalos/pinagdalos	kalinisan	cleanliness
pinagtakcheg/pinagtakdeg	tindig	posture
postola		
safon/sabon	sabon	soap
winakas/inagew	araw-araw	daily
makhisikhisan/magisigisan	magsipilyo	brush (verb)
fikhis/gege	uod	worm
omipasakit	pagkakasakit	make sick
nalokhit/nalogit	marumi	dirty
mai yokhali/mai yogali	ugaliin	be made a habit
sokhod/sogod	suyod	fine toothed comb
sakhaysay/sagaysay	suklay	comb
sapatos	sapatos	shoes
likna	damdamin	feelings

- (ii) If there are no facilities at the school for the children to wash their hands after going to the toilet, they cannot put into practice what has been taught during this lesson. The second grade teacher and class could make it a project to install some kind of facilities for children to wash their hands after coming from the toilet. For example:
- (a) A basin with water and soap.
  - (b) Encourage the barangay officials to put a water pipe to the school.
  - (c) Visit the Municipal Mayor with a resolution from the barangay officials to install a water pipe to the school.
  - (d) Write to the Congressman/Governor etc.
- (iii) The song “**Kag Tona nan Angnek**” can also be sung using **isnan kawakawakas** instead of **isnan kawiiwiit**.

## Lesson 1

### Appendix I:

#### Kag Tona nan Angnek

Ayog: This the way I wash my face

1. Angnek na'y ensakhaysay,  
ensakhaysay, ensakhaysay.  
Angnek na'y ensakhaysay  
isnan kawiiwiit.
2. Angnek na ay enchaop,  
ay enchaop, ay enchaop  
Angnek na ay enchaop  
isnan kawiiwiit.
3. Angnek na ay enfolo,  
ay enfolo, ay enfolo.  
Angnek na ay enfolo  
isnan kawiiwiit.
4. Angnek na ay ensokat,  
ay ensokat, ay ensokat.  
Angnek na ay ensokat  
isnan kawiiwiit.
5. Angnek na'y enkhisikhis,  
enkhisikhis, enkhisikhis.  
Angnek na'y enkhisikhis  
isnan kawiiwiit.
6. Angnek na'y ensapatos,  
ensapatos, ensapatos.  
Angnek na'y ensapatos  
isnan kawiiwiit.
7. Angnek na ay en-emes,  
ay en-emes, ay en-emes.  
Angnek na ay en-emes  
isnan kawiiwiit.

#### Keg Tona nan Ikkak

Ayog: This is the way I wash my face

1. Ikkak na ay men-akoy  
ay men-akoy, ay men-akoy  
Ikkak na ay men-akoy  
isnan kawakgawakgat.
2. Ikkak na ay mendaop,  
ay mendaop, ay mendaop.  
Ikkak na ay mendaop  
isnan kawakgawakgat.
3. Ikkak na mo menbowak,  
mo menbowak, mo menbowak.  
Ikkak na mo menbowak  
isnan kawakgawakgat.
4. Ikkak na ay mensokat,  
ay mensokat, ay mensokat.  
Ikkak na ay mensokat  
isnan kawakgawakgat.
5. Ikkak na'y mengisigis,  
mengisigis, mengisigis.  
Ikkak na'y mengisigis  
isnan kawakgawakgat.
6. Ikkak na'y mensapatos,  
mensapatos, mensapatos.  
Ikkak na'y mensapatos  
isnan kawakgawakgat.
7. Ikkak na ay men-ames,  
ay men-ames, ay men-ames.  
Ikkak na ay men-ames  
isnan kawakgawakgat.



## **Lesson 2**

### **Dental Health**

#### **Objectives:**

- (i) To learn how to brush the teeth correctly.
- (ii) To learn why it is important to brush teeth correctly.
- (iii) To learn that it is not only sugar and candy which contribute to tooth decay.

#### **Materials for this lesson:**

- (i) Toothpaste (see Appendix I)
- (ii) Water for cleaning teeth
- (iii) Toothbrush

#### **Activities:**

- (i) Brushing teeth.
- (ii) Role play.
- (iii) Discussion.
- (iv) Sing the song “**Aywanak nan Fab-ak/Aywanak nan Bab-ak**” which was learnt in Grade 1 lesson 2 (see Appendix II).

#### **Methodology:**

(Note: The day before this lesson is taught, ask all pupils to bring a toothbrush to school the next day.)

##### **1. Preparation:**

- (i) Motivation:
  - (a) Ask pupils who among them has brought a toothbrush to school.
  - (b) Ask how many students cleaned their teeth the day before. (Make a written note of how many had done so.)
- (ii) State aim of lesson: To learn the correct method of brushing the teeth.

##### **2. Presentation:**

- (i) Sketch the upper teeth on the blackboard.
- (ii) Ask students to identify the main parts of the sketch: gums, base of teeth, insides of teeth, outsides of teeth.

## Lesson 2

- (iii) Role play the lesson. Have one student play the part of Ito, and one the part of Father. Ask them to read their parts aloud.
- (iv) Repeat step (iii) above using different students.
- (v) Repeat step (iii) above with the whole class reading the part of Ito.
- (vi) Using the sketch on the board, illustrate the correct way to clean the teeth.
- (vii) Using the toothpaste already prepared from salt and baking soda/powder (see Appendix I below), invite those students who have brought their toothbrushes to practice cleaning their teeth.

### 3. *Comparison and Abstraction:*

- (i) Ask pupils why it is important to remove the food which becomes stuck between our teeth.
- (ii) Ask pupils what the benefits are of brushing our teeth.
- (iii) Ask pupils if there are people they know who are of their parents' age who still have a full set of teeth. Tell them that if we clean our teeth regularly and correctly, we will prevent them from excessive decay.
- (iv) Ask the pupils what is the disadvantage of having rotten teeth or missing teeth.

### 4. *Generalization:*

- (i) Have the students close their books and take out their writing pads. Read to them the test questions, allowing time for them to write their answers.
- (ii) Ask students to read out their answers, correcting those which are incorrect. After the fifth question explain once again that fluoride hardens the surface of teeth, making them resistant to the action of bacteria.

### 5. *Application:*

- (i) Sing the song "**Aywanak nan Fab-ak/Aywanak nan Bab-ak**" from Grade 1, lesson 2 (see Appendix II). This song is at the back of the students' books (page 187).

### **Evaluation:**

- (i) A week after this lesson is taught, ask students if they cleaned their teeth the day before. Make a note of the number and compare this with the results of a week earlier.
- (ii) Ask them whether they brushed horizontally or from the base of the teeth downwards.

## Appendix I:

### How to Make Toothpaste:

1. Mix equal amounts of salt and sodium bicarbonate (also called baking soda), then put it into a bottle that has a lid. Wet the tooth brush and dip it into the mixture inside the bottle. Use that to brush the teeth.
2. If there is no sodium bicarbonate, use baking powder, and mix that with salt.
3. If there is no sodium bicarbonate or baking powder, you can even use salt alone as toothpaste.

## Appendix II:

### Aywanak nan Fab-ak

Ayog: 121 Salidomay

1. Wen masapol chachama  
nan fab-ak ay tet-ewa.
- Koro: Ay ay salidomay  
ay ay salidomay  
salidomay diway
2. Isonga ay-aywanak  
nan naycha et ay fab-ak.
  3. Nan fokfok omegyat ak.  
Pasakitena'y fab-ak.
  4. Isonga adik kanen  
nan khindi adik laychen.
  5. Tatno adi matotok.  
Fab-ak adi mafokfok.
  6. Mo makwas ay mangan ak  
khisikhisak nan fab-ak.
  7. Tay fab-ak et nadchalos.  
Khomakhawis ay chadlos.

### Aywanak nan Bab-ak

Ayog: 121 Salidomay

1. Wen masapol datona  
nan bab-ak ay tet-ewa.
- Koro: Ay ay salidomay  
ay ay salidomay  
salidomay diway
2. Isonga kawkawwanak  
nan nayda et ay bab-ak.
  3. Nan bokbok omegyatak.  
Pasakitena'n bab-ak.
  4. Isonga adiket ken  
nan kindi adik layden.
  5. Ta siya'y adi matotok.  
Bab-ak adi mabokbok.
  6. Mo malpas ay manganak  
gisigisak nan bab-ak.
  7. Tay bab-ak et nadalos  
et gomawgawis dadlo.

# Lesson 3

## Exercise, Rest and Sleep

### Objectives:

To show by contrast that if children want to be strong and healthy they need to follow good health practices.

### Activities:

- (i) Role play of two boys in discussion.
- (ii) Discussion.
- (iii) Learn the song: “**En-ayam Enchono Ak/Men-obla ya Men-ay-ayam Ak**”.

### Methodology:

(Note: As you prepare this lesson, identify in your mind which of your students you feel are getting insufficient exercise, and which are getting insufficient sleep. As the lesson progresses and the class answers questions, confirm or disprove your initial evaluation.)

#### 1. *Preparation:*

- (i) Motivation: Ask students which of them would like to be always weak and sickly.
- (ii) State aim of lesson: To learn about some of the things which help make boys and girls healthy and well.

#### 2. *Presentation:*

- (i) Explain that today you will have a role play between two boys: one who is fit and healthy, and one who is sickly.
- (ii) Choose two boys who will play the parts of Jose and Ben.
- (iii) Have them stand out at the front and read their parts.
- (iv) Divide the class into two parts and have one part read the part of Jose while the other reads the part of Ben.
- (v) Invite two girls to do the role play. Rename the participants Juliet and Bonita. Encourage them to use expression as they read.
- (vi) Go over the new vocabulary (see Additional Activities).

#### 3. *Comparison and Abstraction:*

- (i) Ask the pupils what it is that makes Jose a strong and healthy boy.

- (ii) Ask why Ben is weak and unhealthy.
- (iii) Explain to the pupils what happens to muscles and tendons when you exercise regularly.
- (iv) Explain why you feel tired after strenuous exercise.
- (v) Ask the pupils how they feel when they wake from a good long sleep.

4. *Generalization:*

- (i) Discuss the relationship between exercise and rest.
- (ii) Ask the students what they like to do when they want to rest after strenuous exercise.
- (iii) Explain that the body needs exercise to develop strength and endurance.
- (iv) Ask the students what kind of exercise they enjoy, and what they don't. (Note: During this discussion, confirm or disprove your evaluation of which students are getting insufficient exercise.)
- (v) Explain that exercise must be counter-balanced with rest.

5. *Application:*

- (i) Ask the pupils what time they go to bed at night, and what time they wake. Calculate how many hours of sleep they are getting (make a note of which pupils are getting insufficient sleep).
- (ii) Ask them how they feel next morning if they go to bed late.
- (iii) Discuss the consequences of insufficient sleep, e.g. tiredness, weakness, irritability, anger, and unwillingness to cooperate and obey.
- (iv) Teach the song "**En-ayam Enchono Ak/Men-obla ya Men-ay-ayam Ak**".

**Evaluation:**

A week after this lesson is taught, or at the time it is retaught in Filipino and English, reevaluate those students who were previously getting insufficient sleep and insufficient exercise. If the lesson has been learned, an improvement in personal habits should now be apparent.

### Lesson 3

#### Additional Activities:

Review the following new vocabulary:

New Vocabulary		
Igorot	Filipino	English
pinagwatwat	pagsasanay	exercise
komekedse/tomangnin	malusog	healthy
omiblay/omilleng	magpahinga	rest
chono/obla	trabaho/gawa	work
ay-ayam	laro	play
nafikhot/nabigot	mahina	weak
omopsat	maputla	pale
frotas/protas	prutas	fruit
nateng	gulay	vegetables
maseyep	matulog	sleep

#### Appendix I:

##### **Men-obla ya Men-ay-ayam Ak** **Ayog: Kasal**

1. Men-ayam men-obla ak.  
Inagew ay manganak  
si protas ya nan nateng  
inagew ya minasdem.

Koro: Siya dana nan ik-ikkak  
ta bomikas nan awak.  
Ya ta tomatangninak  
awakko paingsaek.

2. Ado'y danom inomek.  
Ket siya di no mabbayak  
masapa'y maseyepak.  
Winakgat omillengak.



## **Lesson 4**

### **The Prevention and Control of Disease**

#### **Objectives:**

- (i) To learn simple measures which can be taken to care for a family member who has a cold or influenza.
- (ii) To learn how to help prevent the spread of colds and influenza.
- (iii) To learn what foods are helpful in the recovery of the body from colds and influenza.
- (iv) To learn the appropriate behavior of family members of someone who has a cold or influenza.

#### **Activities:**

- (i) Role play a girl who has a cold.
- (ii) Role play a boy who has influenza.
- (iii) Quiz at the end of the lesson.
- (iv) Learn the song “**Nan Panateng**”.

(Note: It would be helpful if the teacher were to bring some visual aids to school to help teach this lesson:

- (a) handkerchief for Lita
- (b) blanket
- (c) clean drinking water and glass
- (d) pomelo (**lobfan/lobban**), kalamansi, orange or other fruit
- (e) basin for washing clothes
- (f) some children’s clothes
- (g) a white coat for a ‘doctor’
- (h) a wash cloth
- (i) a broom)

#### **Methodology:**

##### **1. Preparation:**

- (i) Motivation:

## Lesson 4

- (a) Ask the children if they have had a cold or influenza.
- (b) Have one or two children describe what it was like to have a cold or influenza.
- (ii) Aim of lesson: Tell class that today they are going to learn how to care for themselves or their siblings when they have a cold or influenza.

### 2. Presentation A:

- (i) Review the following new vocabulary:

#### New Vocabulary

Igorot	Filipino	English
namoteg/menpanateng	sipon/sinisipon	cold
agkhisi/babak-is	bahin	sneeze
en-alis/man-alis	ilipat	transfer
sakit	sakit	sickness
tokkhong/bantay	bantay	guard
facho/bado	damit	clothes
talangkaso	trangkaso	influenza
akhas/agas	gamot	medicine
lopot	tela	cloth

- (ii) Explain to pupils that first of all we will have a little drama. Choose a girl to be Lita, and another to play Lita's mother. Choose a boy to be the doctor. Place a desk or two chairs or a bench to be Lita's 'bed'. Put a blanket on her bed. Prepare the pomelo (**lobfan/lobban**) or orange so that it is ready for Lita's 'mother'.
- (iii) Read the first paragraph of the lesson slowly, and have Lita and her mother act out the roles.
- (iv) Repeat the role play, this time having one of the class do the reading.
- (v) Ask the class why there should be only one person guarding/tending to Lita during her sickness.
- (vi) Ask why the one guarding Lita should not sleep together with her.
- (vii) Ask why all Lita's clothes should be washed after she becomes well.
- (viii) Ask why her room should be cleaned well as soon as she recovers.

### 3. Application:

- (i) Learn the song: "**Nan Panateng**".
- (ii) Sing the song again, this time with the girls singing the verses and the boys the chorus.

4. *Presentation B:*

- (i) Role play the story of Ben. Choose a boy to play the part of Ben, a girl to play his mother, a boy to be the doctor.
- (ii) Option: Repeat the role play with a pupil or the whole class doing the reading.
- (iii) Ask the pupils what the symptoms are of influenza: headache, tiredness, fever, sneezing, and body discomfort.

5. *Generalization:*

- (i) Have the pupils close their books, and have class discussion, answering the four “Questions to be Answered” in the lesson.
- (ii) Sing once again the song, “**Nan Panateng**”, this time with the boys singing the verses and the girls singing the chorus.

**Evaluation:**

From time to time a member of your class will be away from school with a cold or influenza. When they return, take the opportunity to have a class discussion, during which you ask them what precautions they took to prevent the cold/influenza from spreading, what food they ate while they were sick, etc. This will give you a feel for how well this lesson has been internalized, and also a chance to review the lesson.

**Alternative Methodology:**

When the lesson is to be taught in Filipino and English, wait until some of the class have been sick with a cold or influenza, and then go over the lesson in Filipino/English. Perhaps those who have been sick could play the parts of Lita and Ben.

**Appendix II:****Nan Panateng**

Ayog: Nabanglo

- |                                                                                                                                                           |                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 1. Dadama’y panatengko.<br>Madandan men-ossokak.<br>No timpon men-ossokak<br>nan topekko opopek                                                           | 2. Ominomak ad-ado<br>ta siya’y somya’y awakko.<br>Nan protas abes et kek<br>tay siya nan bomikasak.   |
| Koro: Tay adik pay laylayden<br>ay men-alis na’s teken<br>nan nay ay panatengko<br>isnan kib-a’y ipogaw<br>ta siya’y mid maalisan<br>maseyep ak ay esang. | 3. Masapa nan maseypak<br>ta siya’y tomatangninak.<br>Mo anggey ginmawisak<br>ngam-in badok et labbak. |

# Lesson 5

## Food and Nutrition

### Objectives:

- (i) To learn that the food that we eat contributes to personal health.
- (ii) To learn that different foods make different contributions to the health of our bodies.
- (iii) To recognize the importance of variety in the food we eat.

### Activities:

- (i) Classroom discussion.
- (ii) Reading.
- (iii) Learn a song about nutrition: “**Mangan ka’s Omipaengnan/Mangan ka’s Menpasiken**”.

### Methodology:

#### 1. Preparation:

- (i) Motivation:
  - (a) Ask the pupils what they ate for breakfast.
  - (b) As pupils answer, write up on the board all the different foods eaten by students in the class. Be sure to compliment the pupils and their parents for the good variety of food they eat.
- (ii) Aim of lesson: To see how important it is to eat a variety of food every day.

#### 2. Presentation:

- (i) Review the following new vocabulary:

### New Vocabulary

Igorot	Filipino	English
makan/inisngad	kanin	rice
nateng	gulay	vegetables
watwat/dawdaw/karni	karne	meat
kachiw/mang-es	isda	fish
filis/bilis	dilis	dried fish
itlog	itlog	egg
lokmog/lokto	kamote	sweet potato
khatas/gatas	gatas	milk

- (ii) Choose a student who is a good reader to role play the teacher. Have the class read the parts of the students.

### 3. *Comparison and Abstraction:*

- (i) Draw pupils' attention to the list of foods on the board, and ask where each of these foods comes from, e.g. Which come from animals? Which come from the water? Which grow under the ground? Which grow as vegetables? Help the pupils to realize that the food value of foods varies just as their origins vary. Vegetables make a different contribution to our bodies than meat/fish/eggs.
- (ii) Learn the song "Mangan ka's Omipaengngan/Mangan ka's Menpasiken".

### 4. *Generalization:*

- (i) Have the pupils read again the list of foods in the lesson.
- (ii) When they read point five, mention that it is not canned filled milk which is good for us, but either fresh milk from the buffalo, goat, or cow, or powdered full cream milk (Nido). Filled milk is not good for small children, and can be very dangerous for babies.
- (iii) Ask the pupils why it is important to drink plenty of clean water. Tell them that our bodies need water to be healthy, and to help clean out waste in our bodies through the feces and urine.

### 5. *Application:*

Sing again the song "Mangan ka's Omipaengngan/Mangan ka's Menpasiken".

### **Evaluation:**

When it is time to reteach this lesson in Filipino and English, once again ask the pupils what they ate for breakfast (as in Motivation above). A comparison of the variety mentioned the first time and the variety eaten on this second occasion (once adjusted for seasonal availability) will give an indication as to whether the lesson has made an impact on the breakfast-eating habits of the class.

### **Additional Activity:**

On the day before the lesson is to be taught, announce that the lesson the following day will be on the food we eat. Ask the class to bring an item of food to school the next day, mentioning that we want a wide variety to be represented. The teacher could leave it to the pupils to ensure that a wide variety of food items is presented. These items can then be used as visual aids in the lesson. Be sure that pupils learn the Filipino and English names of each item represented.

**Appendix I:**

**Mangan ka's Menpasiken**

**Ayog: Mulberry Bush**

1. Mangan ka's menpasiken  
menpasiken, menpasiken.  
Mangan ka's menpasiken  
ta siya'y oman-ando ka.
2. Mangan ka's omipakneg  
omipakneg, omipakneg.  
Mangan ka's omipakneg  
ta siya'y bomibikas ka.
3. Mangan ka's menpagawis  
menpagawis, menpagawis.  
Mangan ka's menpagawis  
isnan sana'y kodilmo.
4. Mangan ka's menpatangnin  
menpatangnin, menpatangnin.  
Mangan ka's menpatangnin  
ta siya'y tomatangnin ka.



## **Lesson 6**

### **Care of the Eyes, Ears, Nose and Throat**

#### **Objectives:**

- (i) To help pupils become aware of the importance of these four parts of the body.
- (ii) To help pupils realize that these four parts of the body need special care.
- (iii) To learn some ways to care for the eyes, ears, nose and throat.
- (iv) To learn what not to do to those four body parts.

#### **Activities:**

- (i) Role play eyes, ears, nose and throat.
- (ii) Quiz in which pupils choose the correct answer.
- (iii) Demonstrate how to gargle. (Note: the teacher should bring to school some clean water, salt and a teaspoon. It would also be helpful to have some red fruit or vegetables, e.g. papaya, carrots, yellow sweet potato or squash available as a visual aid.)
- (iv) A written quiz.

#### **Methodology:**

##### **1. Preparation:**

- (i) Motivation:
  - (a) Ask pupils if they know anyone who is blind, deaf or dumb.
  - (b) Ask them if they would rather be blind or deaf.
- (ii) Aim of lesson: To learn how to care for our eyes, ears, nose and throat, so that we will help to prevent damage to them, which could result in blindness, deafness or dumbness.

##### **2. Presentation:**

- (i) Divide the class up into four groups.
- (ii) Appoint one section to be eyes, one section to be noses, one section to be ears, and one section to be throats.
- (iii) Have each group read their part of the lesson quietly, and then help them to think through how to act it out.
- (iv) Have each group come out one by one to present their part of the lesson.

## **Lesson 6**

- (v) Then have the whole class read the part entitled 'All'.

### **3. Comparison and Abstraction:**

Have students read the quiz, choosing the correct answer.

### **4. Generalization:**

Tell students to close their books, to open their writing pads, and then to write their answers to the following questions:

- (a) What is the word which means we cannot see? Answer: blind.
- (b) What is the word which means we cannot hear? Answer: deaf.
- (c) What is the word which means we cannot speak? Answer: dumb.
- (d) What foods help our eyes to be healthy?
- (e) What is the value of the nose?
- (f) What is the value of the ears?
- (g) What should we use to clean the inside of our ears?
- (h) What should we use to clean our throats?
- (i) What should we never insert into our noses or ears?

### **5. Application:**

- (i) Remind the pupils that we only have one set of eyes, one set of ears, one nose and one throat. If they are damaged we will suffer for it all our lives. Therefore we must do our very best to learn how to care for them, so that they will be healthy on into old age.
- (ii) The teacher may wish to give students the opportunity to gargle their throats with salt water. This will help them to do it without hesitation when in fact they have a sore or infected throat.

### **Evaluation:**

By keen observation of personal habits a teacher may notice that the lesson has had an impact especially in the area of the cleansing of the nose and ears.

### **Alternative Activities:**

- (i) The teacher may visually inspect each student's ears, and by the use of cotton buds or a match stick wrapped in cotton wool, physically clean the outer ear canal of those student whose ear canals warrant cleaning.
- (ii) Instead of dividing the whole class into four sections, as suggested above in Presentation, four students could be chosen to play the parts of Eye, Ear, Nose and Throat.

# **Lesson 7**

## **Emotional and Social Growth**

### **Objectives:**

- (i) To recognize that the different members of a family have unique and complementary roles.
- (ii) To recognize that cooperation, love, respect and mutual help are the foundation of a happy home life.

### **Activities:**

- (i) Reading about four members of a family.
- (ii) Class discussion.
- (iii) Learn a song about family relationships: **“Sinpangafong Kami/Simpangabong Kami”**.
- (iv) Written expression.

### **Methodology:**

#### **1. Preparation:**

- (i) Motivation: Ask the students in what ways they help their parents at home.
- (ii) Aim of lesson: Tell students that today you will help them to understand what is important in creating a happy home life.

#### **2. Presentation:**

- (i) Draw six large circles on the board. Name them as follows:
  - (a) field work
  - (b) care of animals
  - (c) collecting firewood
  - (d) preparation of food
  - (e) care of children
  - (f) helping neighbors
- (ii) Ask pupils what their father does in each of these six areas of life.
- (iii) Ask them what their mother does in each of these areas.
- (iv) Ask the pupils what they can do to help their parents in each of these areas.

## Lesson 7

### 3. *Comparison and Abstraction:*

- (i) Have the class read the lesson material together.
- (ii) Ask students to imagine that their father had to go away from home for a year. Ask them to identify what things would not get done if their father was away. These things would need to be done by other members of their family.
- (iii) Help the pupils to realize how important cooperation is within a family.

### 4. *Generalization:*

Focus the children's attention on what their parents do to help their neighbors. Help them to see that for a village to live together in harmony, neighbors need to cooperate. (This would be an appropriate place to read the parable of Jesus on helping those around us in Luke 10:25-37.)

### 5. *Application:*

- (i) Learn the song "**Sinpangabong Kami/Simpangabong Kami**".
- (ii) Ask the students to tell you ways in which they plan to help their parents to contribute to the happiness of their home.

### **Evaluation:**

Take note of the pupils' responses to question (ii) in Application. This can be followed up at a later date (or when the lesson is retaught in Filipino or English) to see how well the students have applied the lesson.

### **Appendix I:**

#### **Simpangabong Kami**

**Ayog: The More We Get Together**

- 1. Nay kami ay simpangabong  
simpangabong, simpangabong.  
Dakami ay simpangabong  
nalagsak kami.  
Si ama, si ina  
si yogtan, ya yon-a.  
Menlinnayad kami ngam-in  
ay simpangabong.
- 2. Gaggayyemmi nan ib-ami  
ib-ami, ib-ami.  
Laylaydenmi nan ib-ami.  
Gawgawisenmi.  
Gayyemmi patgenmi.  
Ad-ado'y badangmi.  
Mo waday masinopanmi  
ol-olnosenmi.

# **Lesson 8**

## **Safety and First Aid**

### **Objectives:**

- (i) To raise pupils' awareness that most accidents are avoidable if good safety precautions are taken.
- (ii) To make pupils aware of the fact that accidents may occur in any area of life - at home, at school, on the road, in the river - if precautions are not taken.
- (iii) To help pupils to realize that some things are more dangerous than others. These should be avoided if at all possible.

### **Activities:**

- (i) Role play an accident scenario.
- (ii) Class discussion.
- (iii) Written quiz.
- (iv) Sing the song "**Meymey-am nan Ilam/Alwadam nan Ilam**" from Grade 1 lesson 8 (see Appendix I).
- (v) Learn the song "**Kaikasiwan isnan Karsa/Kailisiyan ed Kalsa**" (see Appendix II for Sabangan Igorot).

### **Methodology:**

#### **1. Preparation:**

- (i) Motivation:
  - (a) Ask the pupils which of them has ever cut his/her hand with a knife.
  - (b) Ask which of them has ever stubbed his/her toe in the playground.
- (ii) Aim of lesson: Tell the class that in this lesson they will learn some of the things that can be done to avoid accidents.

#### **2. Presentation:**

- (i) Choose two boys and one girl to play the parts of Eddy, Nelly and Colas, and a girl to be the nurse.
- (ii) Read the introduction to the drama, as Eddy and Nelly bring Colas into the classroom.
- (iii) Have Colas and Nurse read their parts.

## Lesson 8

- (iv) Teacher reads the list of things to do to avoid accidents.
- (v) Have the class read the list together.
- (vi) Sing the song “**Meymey-am nan Ilam/Alwadam nan Ilam**” from Grade 1 lesson 8 (see Appendix I). This song is in the back of the students’ books (pages 190-191).

### 3. *Comparison and Abstraction:*

- (i) Ask pupils what they do with matches after they have used them at their home. Discuss the value of having an appropriate place out of reach of young children, where matches are always put.
- (ii) Ask where knives and machetes (bolos) are kept in their homes. These should also be stored out of reach of young children.
- (iii) Ask what may happen if knives and tools are left lying on the ground.
- (iv) Ask the pupils why electricity, detonators, bullets, grenades and guns are dangerous. Give examples of people who have been killed or wounded in accidents involving these things. Ask pupils if they have any of these in their homes, which are easily accessible to themselves. Advise them to tell their fathers to see that they are well out of reach of children.

### 4. *Application A:*

Learn the song “**Kaikasiwan isnan Karsa/Kailisiyan ed Kalsa**” (see Appendix II for Sabangan Igorot).

### 5. *Generalization:*

- (i) Ask pupils to take their writing pads and write their answers to the following questions:
  - (a) When you finish using a knife, where do you put it?
  - (b) When you are at school, where should you play?
  - (c) Why should you not play on the road?
  - (d) What may happen if you play in the river on your own?
- (ii) Once again, sing the song “**Kaikasiwan isnan Karsa/Kailisiyan ed Kalsa**”.

### **Evaluation:**

If the lesson has been well learned, the teacher should notice that the pupils less often play on the school verandahs and on the road. The teacher may also notice that the pupils have less accidents in the following weeks.



**Appendix I:**

**Meymey-am nan Ilam**

**Ayog: Be Careful Little Eyes What You See**

1. Meymey-am ay mata nan ilam nan ilam.  
Meymey-am ay mata nan ilam nan ilam.  
Meymey-am meymey-am meymey-am ay mata.  
Meymey-am ay mata nan em ilan.
2. Meymey-am ay koweng nan chengngem nan chengngem.  
Meymey-am ay koweng nan chengngem nan chengngem.  
Meymey-am meymey-am meymey-am ay koweng.  
Meymey-am ay koweng nan em chengngen.
3. Meymey-am ay topek nan kanam nan kanam.  
Meymey-am ay topek nan kanam nan kanam.  
Meymey-am meymey-am meymey-am ay topek.  
Meymey-am ay topek nan em kanan.
4. Meymey-am ay lima nan egnam nan egnam.  
Meymey-am ay lima nan egnam nan egnam.  
Meymey-am meymey-am meymey-am ay lima.  
Meymey-am ay lima nan em egnan.
5. Meymey-am ay siki nan ikwam nan ikwam.  
Meymey-am ay siki nan ikwam nan ikwam.  
Meymey-am meymey-am meymey-am ay siki.  
Meymey-am ay siki nan em ikwan.

## Lesson 8

### **Alwadam nan Ilam**

**Ayog: Be Careful Little Eyes What You See**

1. Alwadam ay mata nan ilam nan ilam.  
Alwadam ay mata nan ilam nan ilam.  
Alwadam alwadam alwadam ay mata.  
Alwadam ay mata nan iilaem.
2. Alwadam ay inga nan dengngem nan dengngem.  
Alwadam ay inga nan dengngem nan dengngem.  
Alwadam alwadam alwadam ay inga.  
Alwadam ay inga nan em dengngen.
3. Alwadam ay topek nan kanam nan kanam.  
Alwadam ay topek nan kanam nan kanam.  
Alwadam alwadam alwadam ay topek.  
Alwadam ay topek nan kankanam.
4. Alwadam ay ledeng nan gen-am nan gen-am.  
Alwadam ay ledeng nan gen-am nan gen-am.  
Alwadam alwadam alwadam ay lideng.  
Alwadam ay ledeng nan gengen-am.
5. Alwadam ay siki nan danem nan danem.  
Alwadam ay siki nan danem nan danem  
Alwadam alwadam alwadam ay siki.  
Alwadam ay siki nan dad-anem.

## Appendix II

### **Kailisiyan ed Kalsa**

**Ayog: Baginlolota**

- |                                                                                                       |                                                                                                      |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1. Mo mendan ka ed kalsa<br>masapol nemnemem na.<br>makanigid nan danem<br>ta siya'y ilam nan sabtem. | 5. No nan bas mendaddad-an<br>adi ka lomoglogon.<br>Ya adika menlogan<br>isnan atep nan logan.       |
| 2. Makanigid et ilam<br>ya isnan makanawan.<br>Mo lomaos nan logan<br>sa ka pay et bomas-ang.         | 6. No nan bas mendaddad-an<br>adi ka pabalbal-en<br>nan ledengmo ya nan om<br>enggana ay somaldeng.  |
| 3. Mo wada ka ed Bagyo<br>ilam sinyal ay silaw.<br>Et adi ka bomas-ang<br>mo birdi nan iilam.         | 7. No nan bas mendaddad-an<br>drayber adim teyyaen.<br>Adi ka mendegdegla<br>tay awni't maolaw siya. |
| 4. Adi ka mentagtagtag<br>isnan bomas-angam od.<br>Annadam nan mensanod<br>ay talak menpadokog.       |                                                                                                      |

# Lesson 9

## Growth and Development

### Objectives:

- (i) To focus pupils' attention on the fact of growth and development.
- (ii) To help them see what things change as a child grows and develops.
- (iii) To help them have a positive attitude towards growth and maturity, so that they contribute positively towards the process.

### Activities:

- (i) Sing the song, "Cha Pepe ya si Kiko/Da Pepe ya si Kiko" from Grade 1 lesson 9 (see Appendix I).
- (ii) Class reading.
- (iii) Discussion.
- (iv) Draw a table on the blackboard showing stages of development.

### Methodology:

#### 1. Preparation:

- (i) Motivation:
  - (a) Ask the pupils which of them has a younger sibling.
  - (b) Ask them what they are able to do that their younger sibling cannot yet do. Write these things as a list on the board.
- (ii) Aim of lesson: Tell the pupils that this health lesson will concentrate on those things which change as we grow and mature.

#### 2. Presentation:

- (i) Review the following new vocabulary:

New Vocabulary		
Igorot	Filipino	English
mengngan/masiken	lumaki/paglaki	grow
enkik-iwi/nenkik-iwi	hayop	animals
takho/ipogaw	tao	people
ancho/ando	mataas	high
cham-et/dagsen	mabigat	heavy
kafaelan/kabaelan	kakayahan	ability
ong-onga/moyang	bata	child
nakatakcheg/makatakdeg	makatayo	able to stand
makachalan/makadaan	makalakad	able to walk

## Lesson 9

- (ii) Ask pupils which of them has an older sibling.
- (iii) Ask them what their older sibling can do which they are as yet unable to do. Write these things as a second list on the board.
- (iv) Now ask the pupils what their parents are able to do which their older sibling cannot yet do. Make their answers into a third list on the board.

### 3. *Comparison and Abstraction:*

- (i) Compare the three lists on the board, showing the class the various stages of growth and development, from the younger sibling to the pupils in the class, then on to the older sibling and to the parents.
- (ii) Choose four pupils to read one paragraph each of the lesson material.
- (iii) After a student has read a paragraph, have the whole class read it together.

### 4. *Generalization:*

- (i) Ask pupils why it is important to grow and develop.
- (ii) Ask them what they can do to help their bodies and minds to mature.

### 5. *Application:*

- (i) Remind the pupils of the two boys Pepe and Kiko in Grade 1 lesson 9. Pepe was healthy and strong, while Kiko was sickly and weak.
- (ii) Sing the song “**Cha Pepe ya si Kiko/Da Pepe ya si Kiko**” (see Appendix I).

### **Evaluation:**

The teacher will know that this lesson has had an impact if those pupils who are often tired in school are less often thus affected, and if those who are sometimes reluctant to play are more ready to do so.

### **Appendix I:**

#### **Cha Pepe ya si Kiko**

**Ayog: Jack and Jill**

- 1. San si Pepe’y ong-onga  
frotas nateng laychena.  
Songa napigsapigsa  
et nay komekedse siya.
- 2. San si Kiko’y ong-onga  
frotas nateng ad-ina.  
Songa siya et nafikhot  
et nay enkoyyokoyyot

#### **Da Pepe ya si Kiko**

**Ayog: Jack and Jill**

- 1. Si Pepe ay eng-engnga  
protas nateng laydena.  
Isonga bomibikas siya  
et nay komekenteg siya.
- 2. Si Kiko ay eng-engnga  
protas nateng adina.  
Isonga siya nabibigot  
sa et nay nakokoyyot.

Koro: Tra la la la la la la  
 Tra la la la la la la  
 Tra la la la la la la  
 la la la la la la la

3. San si Pepe'y ong-onga  
 khatas in-innomena.  
 Nay enkenteg fab-ana  
 et nay komekedse siya.
4. San si Kiko'y ong-onga  
 enlamsit kankanena.  
 Songa nay et nafokfok  
 nan fab-ana't natotok.
5. San si Pepe'y ong-onga  
 chono ayam laychena.  
 Songa napigsapigsa  
 et nay komekedse siya.
6. San si Kiko'y ong-onga  
 chono ayam ad-ina.  
 Songa siya et nakapsot  
 et nay enkoyyokoyyot.
7. San si Pepe's ong-onga  
 mek ay osto'y masapa.  
 Songa makakappe siya  
 kag mid paat felayna.
8. San si Kiko'y ong-onga  
 minaschem makifoya.  
 Songa kolang seyepna  
 et nalaka'y mablay siya.
9. San si Pepe'y ong-onga  
 nongnongena'y awakna.  
 Songa napigsapigsa  
 et nay komekedse siya.
10. San si Kiko'y ong-onga  
 is yangkhay laylaychena.  
 Songa nakapsokapsot  
 ya chadlos nasasachot.

Koro: Tra la la la la la la  
 Tra la la la la la la  
 Tra la la la la la la  
 la la la la la la la

3. Si Pepe ay eng-engnga  
 gatas in-innomena.  
 Et menkekenteg bab-ana  
 ya mabikabikas siya.
4. Si Kiko ay eng-engnga  
 menlamsit nan kek-ena.  
 Isonga nayet nabokbok  
 nan bab-ana natotok.
5. Si Pepe ay eng-engnga  
 obla ayam laydena.  
 Isonga mabikabikas  
 et nay tomatangnin siya.
6. Si Kiko ay eng-engnga  
 obla ayam adina.  
 Isonga nay et nakapsot  
 sa et nay nakokoyyot.
7. Si Pepe ay eng-engnga  
 maseyep ay masapa.  
 Isonga makakatpe siya  
 keg mid polos beyayna.
8. Si Kiko ay eng-engnga  
 mo labi makiboya.  
 Isonga kolang seyepna  
 et nalaka'y mabbay siya.
9. Si Pepe ay eng-nga  
 nemnemena'y awakna.  
 Isonga nay mabikas  
 et nay tomatangnin siya.
10. Si Kiko ay eng-enga  
 ogad si laylaydena.  
 Isonga siya nakakapsot  
 ya abes nasasadot.

# **Lesson 10**

## **School, Home and Community Health**

### **Objectives:**

- (i) To realize the importance of the cleanliness of public places in the village.
- (ii) To help pupils realize what role they have in cleaning the school grounds and public places in the village.
- (iii) To help pupils understand why the cleanliness of the village is an important factor in the health of the village.
- (iv) To help pupils become aware of habits which contribute to the pollution of the village environment.

### **Activities:**

- (i) Reading of the lesson.
- (ii) Learn the song “**Nan Iskilaanmi/Nan Oskilaanmi**”.
- (iii) Clean up of classroom and playground.
- (iv) Class discussion.

### **Methodology:**

#### **1. Preparation:**

- (i) Motivation: Ask pupils if they prefer to eat food with flies walking on it or food with no flies.
- (ii) Aim of lesson: Tell students that the health lesson for today is about what we can do to keep the whole community healthy. Explain that flies and cockroaches and rats and mice carry sickness around the village. Today's lesson will show how we can reduce the number of flies, cockroaches, rats and mice in the village, so that the whole village will be more healthy.

#### **2. Presentation:**

- (i) Have the class read the first paragraph of the lesson together.
- (ii) Ask the pupils where the appropriate place is for garbage at their school.
- (iii) Have the class read the second paragraph of the lesson together.
- (iv) Ask the pupils why there are less flies and mosquitoes at Tina and Tito's school. Explain that if we destroy and burn rubbish and garbage we are removing the food which cockroaches and flies and rats and mice eat, and so they do not become so many.
- (v) Learn the song “**Nan Iskilaanmi/Nan Oskilaanmi**”.

3. *Application A:*

Divide the class into four groups:

Group 1 (girls): tidy and sweep the classroom.

Group 2 (boys): gather up paper rubbish in the school ground and burn them in the appropriate place.

Group 3 (girls): clean the girls' toilet.

Group 4 (boys): clean the boys' toilet.

4. *Generalization:*

- (i) Have the class read the section entitled "**Nan Ilimi**".
- ii) Emphasize that flies, cockroaches and mice carry disease and sickness, which they transfer to our kitchens and to our food. That is why we should keep the village clean.
- (iii) Ask the class the two "Questions to be Answered".
- (iv) Have the class read the last paragraph of the lesson.

5. *Application B:*

Sing once again the song "**Nan Iskwilaanmi/Nan Oskilaanmi**", but this time change the first line of the chorus to "**Nan nay ilimi**".

**Evaluation:**

If this lesson is taken to heart the teacher should see an ongoing improvement in the cleanliness of the classroom, school and school toilets.

**Appendix I:**

**Nan Oskilaanmi**

**Ayog: Gaily Now We Dance Together**

1. Winakgat ay dalosanmi  
nan dey oskilaanmi.  
Iyadimi'y malogitan  
nan en mi oskilaan.

Koro: Oskilaanmi  
ilaylayadmi.  
Tet-ewa winakgat  
et nadalos.

2. Ngam-in ay laminta issa  
igtomi's nan teanda  
ta nalaka ay alanmi  
mo siya di masapolmi.

3. Nan logit et togopenmi's  
nan lata'y basolaan.  
Mo mapno et iwasitmi  
ed lokaw ta mapowan.
4. Nan plasan nan oskilaan  
winakgat masigidan.  
Nan deyda'y papil ya logam  
et en kami poowan.
5. Madandan dalosanmi es  
nan danan ya kasilyas.  
Ta maiwed menbebeyan  
lamok laeg ad-adwan.
6. Dakami ya mas-ikenmi  
mistolo mistalami  
en kami menbibinnadang.  
Nadalos oskilaan.