

CHILDREN HYGIENE AND SANITATION TRAINING (CHAST)

FACILITATOR'S MANUAL ADAPTED FOR IRAQ

OCTOBER 2019

DISCLAIMER

This Facilitator's Manual is a part of the Iraqi Red Crescent Society (IRCS), CHAST kit. This kit was adapted by the Iraqi Red Crescent Society and the French Red Cross (FRC) thanks to the MADAD regional trust fund from the European Union.

Written and edited by: S. Lindsay Sathiya Nesan – CHAST consultant

With **inputs** and **support** from:

- **IRCS volunteers** from Mossul, Dohuk and Erbil branches
- **Simon Doreille**, FRC WASH (Water Sanitation and Hygiene) Regional Advisor
- **Renas Hussain**, FRC WASH Project Manager
- **Carlo Simonetti**, Norwegian Red Cross WASH Delegate

Illustrations by: Bewar Mohammed Hassan

All rights for commercial/profit reproduction or translation are, in any form, reserved. IRCS and FRC authorize the partial reproduction of this materials for scientific, educational or research purposes, if IRCS/FRC and the source document are properly acknowledged.

Permission to reproduce the document and/or translate in whole, in any form, whether for profit or non-profit purposes, must be sought in writing to:

IRCS WASH Department: watsan.dept@ircs.org.iq

FRC Head of Delegation in Iraq: hod-iraq.frc@croix-rouge.fr

October 2019



FUNDED BY THE EUROPEAN UNION
EU REGIONAL TRUST FUND 'MADAD'
"مدد" : الصندوق الائتماني الأوروبي



FOREWORD

The Iraqi Red Crescent Society and the French Red Cross have worked hand in hand for years, empowering Iraqi communities to maintain and use safe water sources and environmental sanitation, and to practice healthy hygiene behaviors.

Improvement of the knowledge and practices of protective hygiene behaviors among children is a key component of all basic health and water and sanitation programs. The reasons we chose to focus on children is that most personal hygiene practices are acquired during childhood. As such, a key measure of MADAD project has been to develop a participatory hygiene promotion approach targeting children.

With this aim, IRCS and FRC, through the financial support of European Union Trust Fund – MADAD project, have adapted the globally recognized Children Hygiene and Sanitation Training (CHAST) methodology to the Iraqi context. This Facilitator is Manual is the result of these efforts.

We hope that this manual and the accompanying CHAST kit will play an important role in building up habits and changing individual hygiene behaviors, not only for children of Iraq, but also for whole communities. We welcome any comments and feedback for improvements in future updates of this publication.

Dr. Yassine

President of the **Iraq Red Crescent Society**

TABLE OF CONTENTS

INTRODUCTION.....	6
1.1 What is CHAST?	6
1.2 The CHAST kit	7
1.3 Structure of the material	7
1.4 Structure of a day.....	8
1.5 Instructions to facilitators	9
1.5.1 Preparation of tools	9
1.5.2 Building presentation skills for children.....	11
1.5.3 Instructions for role-plays	11
1.5.4 Instructions for group work.....	12
1.5.5 How to be a good facilitator	12
1.5.6 Organization of sessions.....	13
1.5.7 Evaluation and reporting	13
1.5.8 How to integrate CHAST into the regular curriculum	13
SEQUENCE OF IMPLEMENTATION	15
STEP 1 Introduction.....	16
Day 1: Introduction to CHAST.....	18
STEP 2 Problems identification	26
Day 2: Identification of good and bad hygiene behavior	27
STEP 3 Problems analysis	32
Day 3: Analysis of bad hygiene behaviors	33
Day 4: Disease transmission and blocking transmission	37
STEP 4 Practicing good hygiene behaviors.....	42
Day 5: Adaptation of Safe personal hygiene practices	43
Day 6: Personal hygiene diary and how to use toilets	47
Day 7: Importance of hand washing	51
Day 8: Drinking water and food hygiene	55
Day 9: My School Proud School & Waste management	59
STEP 5 Making operational plans.....	64
Day 10: My learnings & making plans.....	64
STEP 6 Monitoring	68
Day 11: Monitoring	69
STEP 7 To go further (optional)	72
Day 12: Hygiene Assessment in Schools	73
Day 13: Hygiene assessments committee training	77
Day 14: Implementing hygiene assessments	78
Day 15: Documentation and reporting on hygiene assessments	79
ANNEXES.....	81
Annex 1 Pre and post implementation test.....	81
Annex 2 Posters	85
Annex 3 Kit content.....	87
Annex 4 Personal hygiene diary.....	93



INTRODUCTION TO CHAST METHODOLOGY

INTRODUCTION

1.1 WHAT IS CHAST?

One of the most important strategies of a WASH program to transform behaviors is the promotion among children of knowledge of good hygiene practices. This prevents diseases related to water and environmental sanitation. Targeting children with specific hygiene promotion activities not only has an immediate impact on their individual health, but also has an active effect on other members of children's families and the broader community.

Children Hygiene and Sanitation Training – CHAST is a participatory methodology aiming to bring children to practice safe sanitation and hygiene behaviors.

CHAST aims to have children improving their personal hygiene using various tools like games, stories, puppet shows and role-plays. This manual organized as guidelines for Facilitators / volunteers and health workers for training children. The modules are designed in such a way that children are encouraged to identify their own problems and challenges and ways of addressing them. Ultimately, children are able to understand that poor hygiene practices and infrastructures increase the risk of diseases, which also affects their overall well-being. This conclusion helps them to adopt safe hygiene practices.

CHAST is a declination of PHAST – Participatory Hygiene and Sanitation Transformation. PHAST is a participatory method developed by the World Health Organization for adults in communities. It focuses on harnessing the participants' knowledge and common sense to identify WASH related problems in the community and put in place adequate solutions. CHAST was modified for children in a school environment. The first adaptation was made by Caritas in Somalia in 2002.

The CHAST adapted to the Iraqi context has been carefully designed to suit children of the age group of 8 to 14. This approach was developed under the premise that early childhood learnings have long lasting influence on the attitudes, habits and behavior patterns of children. Teaching children in a participatory manner is a process and this manual aims to guide facilitators on innovative methods on which they can influence their attention.

CHAST incorporates in its methodology the concept of the "Child to Child" approach, which encourages active interaction between children of the same age group. Through their exchange of knowledge and expression of opinions, they become the agents of the improvement of their school and their own hygiene.

CHAST also pays special attention to participatory approaches, but targeted specifically at children. CHAST uses a variety of exercises and educational games to explore the direct links between bad hygiene practices and diarrhea. During these exercises, children are encouraged to work in small groups before presenting their ideas to the whole class. Puppets, games, role-plays, coloring are used to engage children and can encourage even the youngest and most shy children to take part. These methods make decision-making easier and more interesting, especially through collective planning, and children can gain new skills and respect for each other.

Facilitators lead CHAST activities are teachers, volunteers of dedicated staff. Their role is to inspire children and support them into participating. Facilitators should not act as instructors and should avoid the traditional directive teaching method.

1.2 THE CHAST KIT

This manual is designed to support teachers or any other CHAST facilitator (i.e. NGOs, Ministry staff etc.) with a methodological framework as well as practical recommendations for **Children's Hygiene and Sanitation Training (CHAST)** implementation. **Step-by-step** instructions for facilitating each session are provided, together with tools, exercises and the printed materials needed for each lesson.

This Facilitator's Manual is a part of the CHAST kit that was developed by FRC/IRCS specifically for the Iraqi schools context. It includes:

- Seven posters, numbered from **[Poster 1]** to **[Poster 7]**, see **Annex**.
- 312 colored cards, grouped into **9** different **boxes** sets, numbered **[Box 1]** to **[Box 9]**. Note that some sets are duplicated so that during activities, there are enough cards for all children. See the details of the sets in **Annex**.
- 1 puppet named 'ARYA'
- Coloring sheets in A4 – children to color during activities- **Annex**
- Personal hygiene diary - **Annex**.
- Germs and ladder game
- 2 dice & 4 pawns (for Germs and Ladder game)
- Pre & Post implementation questionnaires
- 10 packs of colored wax crayons
- A bottle of glitter
- CHAST Facilitators manual

A local artist was hired to produce the cards, posters and coloring sheets so that they reflect Iraqi context, culture and customs. The places and issues the characters are dealing with should enable the children to relate to these situations. Their participation in every stages of the activities and the expression of their views, opinions, feelings, anger and suggestions should be encouraged by the facilitators.

1.3 STRUCTURE OF THE MATERIAL

The CHAST methodology is based on **six steps** with an optional seventh step. Each step includes activities designed to deliver the key messages of each day, as well as guidance in terms of handouts and materials required.

STEP 1: INTRODUCTION

This step helps Children to get familiar with the participatory method, the characters and tools such as Arya the puppet, coloring pictures, songs. Children are given a test to evaluate their knowledge about hygiene before the implementation. Children are offered the opportunities to tell stories about their daily life through pictures.

STEP 2: PROBLEM IDENTIFICATION

This step focuses on establishing and making clear the links between hygiene behavior and health problems that children often face, such as diarrhea. Children will also be able to develop their analytical and decision-making skills through exercises where they select pairs of pictures of good hygiene behaviors that are good for health and bad hygiene behavior that are harmful to health.

STEP 3: PROBLEM ANALYSIS

This step helps children remember good habits and bad habits and their outcomes through repetition of causes of some common diseases. It is done through the analysis of a story where the main characters get sick or stay healthy depending on their actions and behaviors.

STEP 4: PRACTICING GOOD HYGIENE BEHAVIORS

During this step, children highlight how to practice good hygiene behaviors, through personal practice or practice in small groups. The main method applied is role-play, together with some practical activities.

STEP 5: PLANNING AND IMPLEMENTATION

This step creates an exciting environment in the class when children are classifying good and bad behaviors. They commit and plan the implementation of good hygiene behaviors.

STEP 6: MONITORING

Forming good hygiene behaviors habits often takes place gradually and not easily, thus, it is advisable to monitor children closely to support them into changing their habits. In order to measure the changes accurately, it is necessary to understand the existing hygiene and sanitation situation and behaviors and habits of your children before the project begins. The two most important indicators of CHAST are washing hands properly with soap and using hygienic toilets. These indicators are relatively easy to check. Children also take the same hygiene test they initially took during Step 1 to allow the facilitators to measure their progress.

STEP 7: HYGIENE ASSESSMENTS (ADDITIONAL STEP TO GO FURTHER)

This is additional step is available for children and teachers to monitoring CHAST impact in the school environment. It includes behaviors and WASH infrastructures. A systematic hygiene assessment is conducted by children to monitor the improved behaviors and their own ability to maintain toilets and classrooms clean.

1.4 STRUCTURE OF A DAY

The content of each day is designed with the following sequence:



OBJECTIVE

This section describes the focus of the day, as well as advice to support the quality of the activity. The objective of the day includes requirements in terms of knowledge and skills. Reviewing the objective at the end of the session can be helpful too if some aspects are not well understood by children and need to be repeated.



TIMING

This indicates the amount of time an activity may take. Depending on how active the children are, facilitators can decide to expand or shorten the discussions, as long as the objective is achieved.



MATERIALS NEEDED

This helps facilitators to avoid forgetting necessary tools when they are preparing for and delivering the session.

IMPLEMENTATION

The manual gives general advice on how to deliver sessions, and facilitators are encouraged to use local language/dialects to deliver an activity to make sure the messages are well understood by the children. Facilitators are encouraged to adapt the session based on their knowledge of the capacity of the children..

CONCLUSION BY ARYA

The key message of each lesson needs to be repeated many times throughout each session, but particularly during the conclusion. This message needs to be short, clear and focused. It is based on the activities the children just completed. To make the key messages easier for children to remember and to keep it entertaining, facilitators are advised to use Arya to repeat the message and can even write the key message on the board.



NOTE TO FACILITATORS

This section gives advice and ideas to the facilitator for completing successfully the session.

1.5 INSTRUCTIONS TO FACILITATORS

1.5.1 Preparation of tools

Sessions used in the CHAST approach involve games and tools to build enthusiasm, make sure activities are entertaining and memorable.

The main tools are:

ARYA THE PUPPET

The sessions proposed to the children are often intense and tackling sensitive subjects. A puppet is used to make sure sessions become more lively and interesting. The use of the puppets encourages full participation of all children, especially the more shy children in the group. In this manual, the puppet used is named Arya. Arya will lead the stories and repeat the messages. However, facilitators are welcome to create other characters to make their stories more appealing.

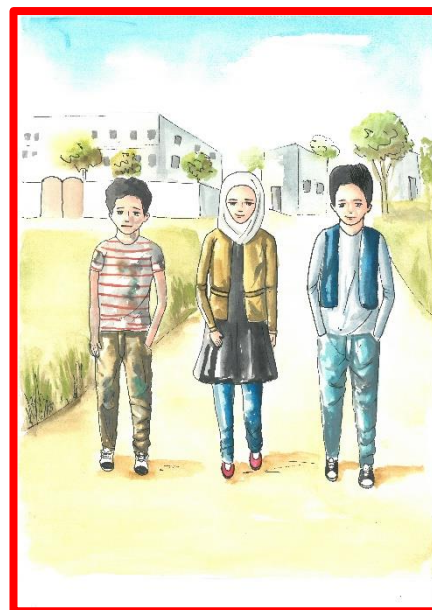
Puppets can be made out of a sock, cloth or sponge, and used as hand puppets.

Arya should be used as a character in every session, even when it is not specifically mentioned in the list “materials needed”.



THE THREE CHARACTERS: JALAL, SARA AND AKRAM

Jalal, Sara and Akram (from right to left on the picture) are characters designed to represent typical children from Iraq. The goal is that children in the schools can relate to them. They play a specific role during all of the sessions as the main characters in almost all of the cards, posters and scenarios. Jalal and Sara are always represented as practicing good hygiene behaviors, while Akram represents the boy who does not yet understand the importance of practicing good hygiene. It is very important not to stigmatize Akram as a “negative” character or the “naughty” one, because most likely a large number of children in the class have similar behaviors. Akram is like most children as they start the CHAST process. They will get to know some basic concepts of sanitation and hygiene for the first time. Facilitators should make sure to highlight that Akram is continuously learning new information and gradually changing his behavior.



COLORED CARDS

There are 9 boxes of colored picture cards designed to suit the objectives and content of each activity. The pictures have eye-catching images and colors. The cards should be laminated to make them last longer.

These pictures are used mainly for group discussions in order to improve children's participation. Colored pictures are very useful in creating a friendly beginning to the session. They will help them developing skills in presentation to the whole class.

DRAWINGS TO COLOR-IN

In order to prepare for the coloring exercise, the facilitator should select the matching black-and-white pictures in the **Annex** and make photocopies. Children can use colored crayons to color the pictures.

Children enjoy this activity. They can bring their drawing home to show them to their family members. The pictures aim to reinforce an important message through a fun activity.

POSTERS

Eight posters including “Germs & Ladders”, are included in the kit and are used to show complex concepts like the “F-Diagram” or “step-by-step” procedures like handwashing steps or personal hygiene practices.

Some additional copies of the posters can be printed to be displayed as a reminder in the classes.

PERSONAL HYGIENE DIARY

A personal hygiene diary for each children is included in the kit.

SONGS

IRCS volunteers have already composed a handwashing song based on a popular tune. It is fun to close every session or activity with a song. Kids can be also

encouraged to compose new songs about what they have learned and using a tune they like.

PRACTICAL EXERCISES

Practical exercises are carried out for handwashing activities.

1.5.2 Building presentation skills for children

During activities, children take part in the review and presentation of the key messages. In order to help children build their presentation skills, the facilitator should suggest that children follow the three steps below:

- **Eyes:** Turn to the audience and look straight at them;
- **Hands:** Touch the posters or pictures, emphasizing the points they are presenting;
- **Mouth:** Take a deep breath and start with an opening sentence.

Presenting in front of the class is not easy. It is advisable to select the children from each group who will present beforehand and inform them of their tasks from the beginning so they can prepare as they go.

After the presentation of one group, the facilitator will repeat steps for giving presentations to the next group. The facilitator should not push children – especially young and shy children – if they are not ready to give a presentation.

1.5.3 Instructions for role-plays

Role-play is a tool used commonly in participatory learning. When role-playing, children use many senses to discuss and express their personal opinions and feelings about hygiene issues. In this way, role-plays help children make use of their personal experiences. The facilitator should encourage children to express what they have experienced - what they are thinking about and feeling, even their fears. Please note that role-plays do not require acting skills, and that they should be used practically to help children describe honestly their real life situations.

Suggested scripts have been provided in this manual, however, style and content can be decided by the facilitator and children themselves. The facilitator directs and instructs the 'actors/actresses' on how to move on the stage and to follow the scripted lines.

REQUIREMENTS FOR A GOOD ROLE-PLAY

- The script should only focus on a topic selected or agreed beforehand.
- The selected topic is assigned to selected children. If possible, there should be time for the main characters to practice their acting beforehand. Do not push the children to start if they are not yet ready.
- There should be active discussions on the key message after each role-play.
- Each role-play should not last more than 10 minutes.
- There may be an open ending to the role-play, but the last scene should be interesting and memorable.

After the role-play, the facilitator should start the discussions by asking the children for some observations about what happened during the role-play. The facilitator should support children to discuss and understand the key message and conclusion of the role-play they have seen. Analysis and understanding can be supported through asking the following questions:

- **Observation:** What did you see? What characters were there? What were the main differences among the characters?
- **Understanding the message:** What problems did the characters face? What is the cause of the problem mentioned? Which character/s responded well to the problem? Which character/s did not respond as well?
- **Conclusion:** What would you do in this situation? What can we learn from this situation?

Role-plays help convey key messages, using both words and body language.

1.5.4 Instructions for group work

Group work is a commonly used method to encourage open discussion and participation. It is best to randomly divide children into groups rather than just letting groups of friends sit together. The easiest way to randomly divide groups is to get children to count around the room in number groups, for example from 1 to 4, and then have children who have the same number e.g. all children who said the number '1' join together in one group and so on.

Children can also be divided into groups under names of animals, for example, groups of birds, turtles, dolphins, crocodiles, etc. to make the lesson more exciting.

1.5.5 How to be a good facilitator

When possible, CHAST should be implemented by a team of 2 facilitators. It is advised that facilitators alternate often who is speaking during the session. This creates a stimulating dynamic that helps children maintain focus and interest.

The CHAST facilitator's role is a coordinating and moderating one, focused on helping children to discuss hygienic behaviors and to participate in fun exercises and discussions on good and bad hygiene.

Facilitators need to be flexible and ready to adapt themselves and the tools they are using in order to make this process fun and successful. Facilitators should be able to "switch" from the top down teaching style to the participatory approach. This change means not just giving information to children, but instead supporting children to analyze their situation and behaviors around hygiene practices. The facilitator should build up their confidence to enable decisions and actions.

Facilitators should always keep in mind that:

- Facilitating is about **inspiring** children and encouraging their free **participation and leadership**, rather than teaching or controlling a discussion.
- Facilitators should always try to **sit among the children** rather than standing out the front in a lecturing style. The sessions should be seen as an opportunity to share experiences and sitting at the same level as the children helps them to feel more comfortable;

- The facilitators should, wherever possible, encourage young children to take part in the discussions. Fun games, characters and Arya can help shy children to join in.
- Facilitators should only assist the children directly if they are experiencing obvious difficulties, i.e. if a small child is having difficulty reaching up to the pin-board. However, encouraging the children to help and support each other is also recommended.
- Facilitators should be familiar with all the activities and should have received **specific training on the CHAST** methodology before they implement;
- Facilitators should always be energetic, enthusiastic and patient;
- Facilitators are there to answer all children's questions patiently;
- Facilitators are advised to spend time with children during their breaks to discuss the CHAST contents and observe hygiene behaviors (e.g. hand washing with soap before eating etc.);

1.5.6 Organization of sessions

CHAST facilitators should first contact the local representatives & school facilitators to agree on the venues, dates and times of each CHAST session. If the CHAST program is not run by the facilitators, their presence is still very important for including hygiene and sanitation issues in the children's formal education curricula, repeating key messages and modelling hygiene behaviors (such as handwashing with soap) day to day.

Because of its participatory style, each session should ideally be limited to 30 children or less. Experience shows that larger groups can lead to reduced involvement by younger and shyer children. If there is a very big group, i.e. over 40 children, it should be divided into two equal groups along age lines.

1.5.7 Evaluation and reporting

Feedback on the usefulness of activities, what the group thought was good or bad and on where improvements could be made, is very important to collect. So each activity should be evaluated at its conclusion and before a new step or activity is started so they can be adapted based on feedback.

After each session, the facilitator should fill in a report (e.g. number of participants, time that an activity lasted, materials enough etc.). It is essential to complete reports right after the session finishes it so that no information is missed.

1.5.8 How to integrate CHAST into the regular curriculum

Facilitators and Directors of school can discuss safe hygiene practices in school activities like morning prayers, games and sports days. Class teachers encourage children to adopt safe hygiene practices like hand washing with soap after using toilet, before eating and disposing waste. Facilitators and maintenance staff can encourage children to clean toilets after children's usage and dispose waste only in waste bins.

Facilitators can make wall paintings with hygiene messages like hand washing, safe usage of toilets, drinking water and food hygiene practices.



SEQUENCE OF IMPLEMENTATION

STEPS 1 TO 7

SEQUENCE OF IMPLEMENTATION

STEP	DAY	ACTIVITY	MATERIAL	TIME
Introduction	Day 1	<u>Story</u> : Making friends	Poster 1 - 3 characters	15
		<u>Role play</u> : Narrating daily routines	Cards - box 1	10
		<u>Test</u> : Pre-implementation test	Test copies	10
		<u>Sing</u> : Learn a song	Song lyrics	10
Problems identification	Day 2	<u>Game</u> : Identification good/bad behaviors	Cards - box 2	20
		<u>Game</u> : Germs & ladders game	Poster - Germs & ladders	25
Problems analysis	Day 3	<u>Game</u> : Matching opposite behaviors	Card - box 3 x 2	25
		<u>Story</u> : Akram and Jalal playing football	Posters 3&4 x 2	20
	Day 4	<u>Coloring</u> : F Diagram	Poster 5, sheets, crayons	20
		<u>Role play</u> : Transmission barrier squads	Poster 5, Cards box 4	25
Practicing good hygiene behaviors	Day 5	<u>Role play</u> : Mime daily hygiene routine	-	15
		<u>Coloring</u> : Personal hygiene	Coloring sheets, crayons	10
		<u>Group discussion</u> : Daily hygiene activities	-	20
	Day 6	<u>Distribution</u> : Daily hygiene diary	Hygiene dairies, Poster 6	20
		<u>Group discussion</u> : Using toilets	-	25
	Day 7	<u>Demonstration</u> : Hand washing	Water, soap, glitter	30
		<u>Role play</u> : 7 steps of handwashing	Poster 7	15
	Day 8	<u>Group discussion</u> : Safe handling of drinking water	Cards - box 5 x 4	20
		<u>Group discussion</u> : Food hygiene	Cards - box 6 x 4	15
	Day 9	<u>Role play</u> : My school, clean school	Cards - box 7	25
		<u>Group discussion</u> : Waste management		20
Making operational plans	Day 10	<u>Presentation</u> : What behavior I changed and what I plan to change	Cards - box 8	20
		<u>Game</u> : Memory game	Cards - box 9 x 3	25
Monitoring	Day 11	<u>Game</u> : Music quiz	Box, music, soaps	20
		<u>Test</u> : Post-implementation test	Test copies	10
		<u>Essay</u> : What did hygiene change for me?	Blank paper	15
To go further (optional)	Day 12	<u>Form</u> : Hygiene committee		25
		<u>Definition</u> : Indicators		20
	Day 13	<u>Training</u> : Hygiene committee		45
	Day 14	<u>Assessment</u> : Hygiene of the school	Camera, assessment form	45
	Day 15	<u>Report</u> : School hygiene situation		45

STEP 1 INTRODUCTION

STEP	DAY	ACTIVITY	MATERIAL	TIME
Introduction	Day 1	<u>Story</u> : Making friends	Poster 1 - 3 characters	15
		<u>Role play</u> : Narrating daily routines	Cards - box 1	10
		<u>Test</u> : Pre-implementation test	Test copies	10
		<u>Sing</u> : Learn a song	Song lyrics	10



Arya the Puppet should be used for every activities.

AIM

To get children familiarized with CHAST – Children Hygiene and Sanitation Training, tool kits, puppet Arya, three characters and facilitator

SUMMARY

First step of CHAST: Introduction aims to familiarize children to CHAST tool kit and facilitator. This Step comprises four activities, done during the same day:

- **Making friends with the puppet Arya and the three characters.** Akram, Jalal and Sara. This helps children to relate with characters in following sessions.
- **Narrating daily routine** – Narrating daily hygiene routine helps children to recollect their own routine at home and school and timings of each routine. Sequence of activities and timings are important for establishing habits.
- **Pre CHAST assessment test** – The same pre & post CHAST assessment test is used to measure the level of current knowledge of children in hygiene.
- **Learning a song** – A song is introduced to children so that they can sing along in the next days.

EXPECTED RESULTS

After this step, the expected results are:

- CHAST facilitators are familiarized with teaching environment, students and resources available in the class like space, black board, infrastructure and can identify active and less active children.
- Children are familiarized with CHAST facilitators, puppet Arya, the three characters Akram, Sara and Jalal and remember their names.
- Children correlate with their personal hygiene routine and timings and understand importance of each activities
- CHAST pre assessment test is done to measure the existing level of knowledge of children on hygiene and sanitation. The results will be compared post implementation of CHAST. This helps the facilitator to monitor impact of CHAST.

- Children gain confidence to interact with the facilitators, communicate effectively, seek clarifications and participate effectively in the process

NOTES FOR THIS STEP

- Use the puppet Arya in every activities. Activities should start and be summarized by Arya to make learning fun and interesting.
- Facilitators need to encourage all children to participate actively from the initial stage of CHAST implementation.
- Children should be seated in circle instead of normal classroom configuration.
- Facilitators should sit to the level of children to enable direct eye contact with children, which make them feel comfortable.
- The usage of body language is important like shaking hands, smiling, direct eye contact with children & other friendly gestures
- Facilitator should allow children to touch and play with CHAST tool kit like puppet Arya, three characters, cards, games and poster to get themselves familiar with it.
- Facilitators should treat all children equally and insist that there is no right or wrong answers.

DAY 1: INTRODUCTION TO CHAST

ACTIVITY 1 MAKING FRIENDS



OBJECTIVE

- Children introduce themselves to the facilitators and vice versa.
- Children feel comfortable & communicate with the facilitators freely
- Children to get familiarize with the puppet Arya and three characters Akram, Jalal and Sara



TIMING

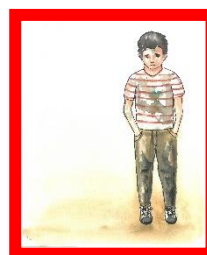
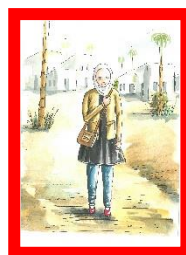
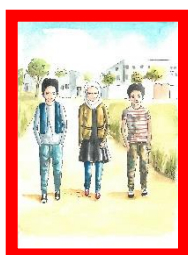
- 15 minutes



MATERIAL NEEDED

- Puppet Arya
- **Poster 1** – three characters Akram, Sara and Jalal
- Tape - sticky tack – not provided

ACTIVITY MANAGEMENT



- Facilitators make all children sit in circle. (Do not mix boys and girls and if boys and girls do not want to be mixed). Boys can sit first followed by girls with some distance between them).
- Facilitators first introduce themselves to the class with their names and present the purpose of the intervention. They can briefly talk about CHAST and introduce their friend Puppet Arya to the class.

PUPPET ARYA TO THE CLASS

'Hello how are you?'

'Hi friends, I am Arya, your new friend in class',

'We are going to sing songs, tell stories, play games and going to have lot of fun'

'My favorite color is Pink and my favorite flower is Rose'

'Can you please tell me, your name and favorite activity like singing, dancing or favorite color?'

- After Arya's introduction, the facilitator moves Arya to other children and ask them to introduce themselves using the puppet.
- The facilitator can demonstrate how to use hands & fingers, voice & eye contact while using Arya.
- Children usually enjoy using the puppet and introducing themselves.

- Arya is passed among the students and the children participate in the process of acting like Arya to introduce themselves.
- The facilitators make sure shy children participate in the introduction round.
- At the end of the introductory round, the facilitator uses Arya to conclude the round by saying:

'Thanks for this presentation, I made (numbers in class) new friends today, (numbers) like singing and (numbers) like _____ flowers and _____ colors'.

'I am very very happy to meet you and I want you to meet my best friends, Akram, Sara and Jalal'

ACTIVITY 2 NARRATING DAILY ROUTINE



OBJECTIVE

- Helping children identify daily hygiene routines and the correct time for each routine.



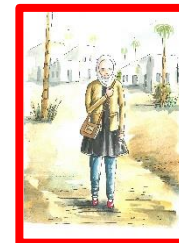
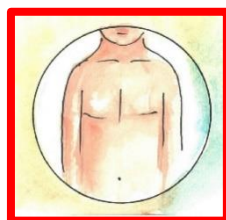
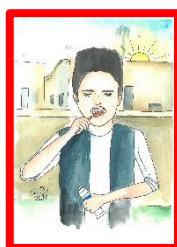
TIMING

- 10 minutes



MATERIAL NEEDED

- Poster 1 – Three characters
- **Box 1** – Daily routine
- Tape or blue tac (not provided)



- After Arya's introduction of three characters, the facilitators paste the poster of Akram, Sara and Jalal on the board.
- Akram, Sara and Jalal are friends from same neighborhood and attend same school.
- **Akram** is a 9 years old boy and always likes to play football like many of you. His favorite color is green.
- **Jalal** is a 10 years old boy - like Akram, he also likes to play football and his favorite color is red.
- **Sara** is a little bit older than the two of boys, she is 11 years old, and she likes rose flowers.
- The facilitators take the cards displaying hygiene habits show them to the class.

ARYA PUPPET TO THE CLASS

Look at Jalal and Sara they brush their teeth in the morning, use toilet, hand washing with soap, take bath and they follow daily personal hygiene activities

- Facilitators use the cards and ask children to narrate the routine activities of Jalal and Sara.

- The facilitators encourage children to narrate their daily routines from morning to night.
- Puppet Arya used to stimulate responses from shy kids in classes.

Puppet Arya sums up the session, by saying,

Thanks all my friends, today we have made new friends, Akram Jalal and Sara and learned their daily routine.

Did you have fun today?

We also learned about the good hygiene behavior and we will learn more in the next days.

Puppet Arya concludes the activity and the facilitators move to the next activity.

ACTIVITY 3 PRE-IMPLEMENTATION TEST



OBJECTIVE

Measure the current knowledge and practices of hygiene among children



TIMING

- 10 minutes



MATERIAL NEEDED

- 1 copy of the test in local language per children

The questionnaire measures the current knowledge of children in hygiene. The same questionnaire will be reused after the implementation of CHAST to evaluate the progress made by the children.

- Facilitators should hand out the one questionnaire per children in their language (available is English, Arabic, Sorani and Badani).
- Facilitators should read slowly question by question so that children who can't reach properly can circle the correct answer.
- There is only 1 correct answer per question
- At the end of the session, the facilitator should correct the questionnaire, give a grade from 0 to 10 and average all the results on their report.
- All the questionnaires of different languages are available in **Annex**.

School: _____

Class: _____

Select one answer per question:

Date: _____

1 When are the most important times to wash your hands?			
<input type="checkbox"/> After getting up in the morning	<input type="checkbox"/> Before and after playing	<input type="checkbox"/> After eating	<input type="checkbox"/> After using the toilets and before eating
2 How many times do you brush your teeth daily?			
<input type="checkbox"/> Never	<input type="checkbox"/> 1 time	<input type="checkbox"/> 2 times	<input type="checkbox"/> I don't know
3 Its only duty of girls to clean the toilets			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know	
4 Handwashing in the morning sufficient to protect germs for whole day?			
<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> I don't know	
5 What do you need to wash hands properly?			
<input type="checkbox"/> Water and soap	<input type="checkbox"/> Hot water	<input type="checkbox"/> Napkins	<input type="checkbox"/> I don't know
6 Flies transmit diseases only to children, not to adults			
<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> I don't know	
7 Which disease is caused by poor water, sanitation & hygiene practices?			
<input type="checkbox"/> Tiredness	<input type="checkbox"/> Headache	<input type="checkbox"/> Diarrhoea	<input type="checkbox"/> Coughing
8 What water is the safest to drink?			
<input type="checkbox"/> Any water	<input type="checkbox"/> Transparent water	<input type="checkbox"/> River water	<input type="checkbox"/> Boiled water
9 Open defecation spread germs and diseases			
<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> I don't know	
10 Having long nails is			
<input type="checkbox"/> Beautiful	<input type="checkbox"/> Unhygienic	<input type="checkbox"/> Practical for scratching	<input type="checkbox"/> Practical to pick your nose

ACTIVITY 4 LEARNING A SONG



OBJECTIVE

- Children will learn the hygiene song. Children should also be encouraged to invent new songs for future sessions.



TIMING

- 10 minutes



MATERIAL NEEDED

- Lyrics of the song
- Facilitators are encouraged to write their own song in their local language
- The facilitators give out the lyrics of the song (or write them on the blackboard) and guide the children to sing.

EXAMPLE OF LYRICS (BASED ON LOCAL SONG)

پاڦڙي ساڃله ميه , پاڦڙي جوانيه

پاڦڙي ساڃله ميه , پاڦڙي جوانيه

هه رده م مروفيڻ پاڦڙ ڪه سه ڪي خوشتقيه

پاڦڙياده ستا ڙبير ناڪه ڀن ج جار ناهيلين بيس مينڻ, هه رده م دي شوين و پاڦڙ ڪه ڀن دا ڙ نه خوشيا پاراستي بين

پاڦڙياده ستا ڙبير ناڪه ڀن ج جار ناهيلين بيس مينڻ, هه رده م دي شوين و پاڦڙ ڪه ڀن دا ڙ نه خوشيا پاراستي بين

پاڦڙي ساڃله ميه, پاڦڙي جوانيه, هه رده م مروفي پاڦڙ ڪه سه ڪي خوشتقيه

ٺاف ڙيانه بو مه هه ميا نابيت ٺافا پيس نه م ڦه خوين

ٺاف ڙيانه بو مه هه ميا نابيت ٺافا پيس نه م ڦه خوين

ٺافا پاڦڙ دي بڪارئينين ده مي ده ست و جافا دشوين

ٺافا پاڦڙ دي بڪارئينين ده مي ده ست و جافا دشوين

پاڦڙي ساڃله ميه

پاڦڙي جوانيه

هه رده م مروفي پاڦڙ ڪه سه ڪي خوشتقيه

WRITE YOUR OWN LYRICS

CONCLUSION BY ARYA

Thank you my friends, we will meet again (give the date) to sing again and follow the stories of our new friends. I hope you had fun today and I am looking forward to meeting you again!

NOTE TO FACILITATORS



- The friend-making activity can take more time than expected, but it is very useful to encourage shy children to participate in the following sessions. The facilitator should stand near the children as they speak so that they feel less nervous.
- The facilitator should observe the class and provide immediate support if the children are not confident to use the puppet for introduction.
- During the discussions of activities 1 and 2, the facilitator should encourage different ideas among the group members and encourage everyone to give their ideas freely, no matter if it is correct or not.

The facilitator should not push any pupil who is not ready to give the “daily routines” presentation, but encourage them to take part in the next activity.

STEP 2 PROBLEMS IDENTIFICATION

STEP	DAY	ACTIVITY	MATERIAL	TIME
Problems identification	Day 2	<u>Game</u> : Identification good/bad behaviors	Cards - box 2	20
		<u>Game</u> : Germs & ladders game	Poster - Germs & ladders	25

AIM

Children understand good and bad hygiene behaviors and able to classify them

SUMMARY

Children identify hygiene behaviors and able to classify them with two activities:

- Playing a **card game** to differentiate and explain the good and bad ones,
- Playing a **board game**: the Germs and ladders.

EXPECTED RESULTS:

- Children understand the daily hygiene activities of three character Akram, Jalal and Sara
- Children to identify and classify good and bad hygiene behaviors
- Children practice team work

DAY 2: IDENTIFICATION OF GOOD AND BAD HYGIENE BEHAVIOR

ACTIVITY 1 IDENTIFICATION OF GOOD AND BAD BEHAVIORS



OBJECTIVE

- To make children identify, understand and classify good and bad hygiene behaviors



TIMING

- 20 minutes



MATERIAL NEEDED

- Puppet Arya
- **Box 2** – Good and bad hygiene behavior
- Smiley and sad faces (included in the boxes)
- Tape or sticky tak (Not Provided)

DAY MANAGEMENT

Puppet Arya says *hi* to the class and asks them:

Hi friends, do you remember me? I am Arya,

Is there any new friends here today? (Those who might have absent during first session) or is anyone absent today?

Today we are going to learn some interesting facts about our own hygiene behaviors, and you will show me the ones that are good and the ones that are bad.

Are you ready? (Class is expected to answer yes)

Can you please list me some good hygiene activity you do daily?

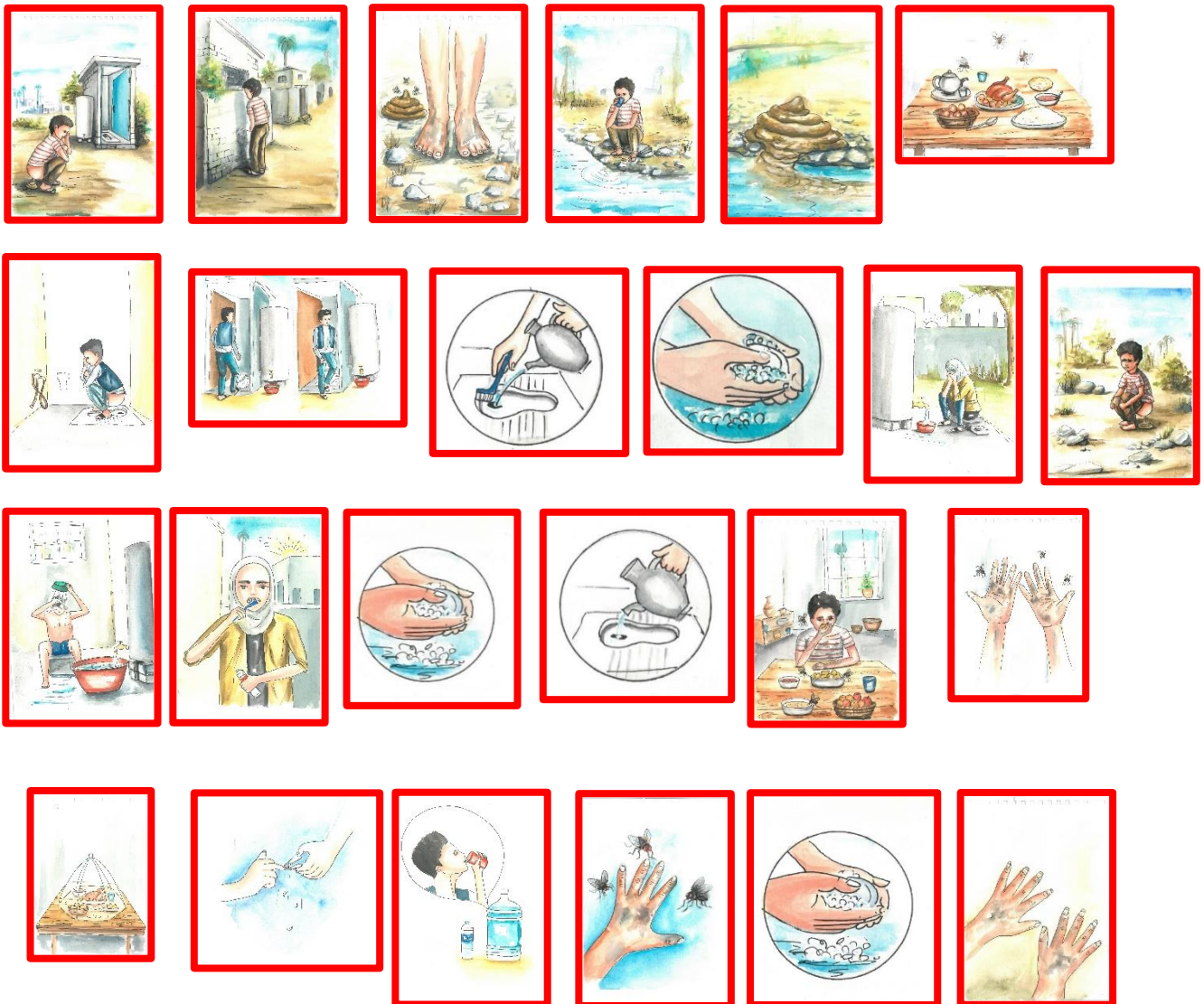
Children will list of some good practices like brushing, taking bath, wearing clean outfit, etc.

Can you also tell me some bad hygiene practices you know?

The facilitator can take note of all of them on the board.

- The facilitator will then take the cards with *good & bad hygiene behaviors* and ask each child to come and pick up a card, show to the class and explain what is on the card and tell if it is good or bad hygiene behavior.
- Initially, the facilitator can demonstrate the game by picking up a card and explaining if it is good or bad behavior and explain the impact of the behavior.
- Facilitators guide children to explain themselves more on impact of bad hygiene behaviors like diarrheal diseases. Facilitator guide children to paste cards on good (smiley) or bad hygiene behavior (sad face).
- When a card has been pasted to the board by a children, the facilitator asks the children whether they agree, not agree and to explain why.
- If, the card is not pasted in the proper category, the facilitator should ask children who disagree what they think. The child who initially pasted the card in the

wrong category should be asked what he/she thinks now and if the card should be changed to the other category.



- After discussion, another child is asked to come and pick up a card.

CONCLUSION BY ARYA:

Why do we practice good hygiene behavior? (Arya tries to get children to say):

'Good hygiene behaviors makes us healthy & happy'

The same message repeated again by Arya until the class says happy and healthy.

'What happens when we practice bad hygiene behaviors?'

'Bad hygiene behaviors makes us sick & sad'

Arya again asks children 'are you happy and healthy children'?

The entire class says' healthy and happy' and repeats it

The facilitator can ask the children to sing it as a song,

Healthy & happy

Happy & healthy

Happy, happy, happy happy, happy

Healthy, healthy, healthy healthy, healthy

Wash your hands – happy, happy, happy

Wash your hands – healthy, healthy, healthy



This song joined by facilitator and children and they all sing the songs with action and dance.

ACTIVITY 2 GERMS AND LADDERS GAME



OBJECTIVE

- To make students play and identify good and bad hygiene behaviors



TIMING

- 25 minutes

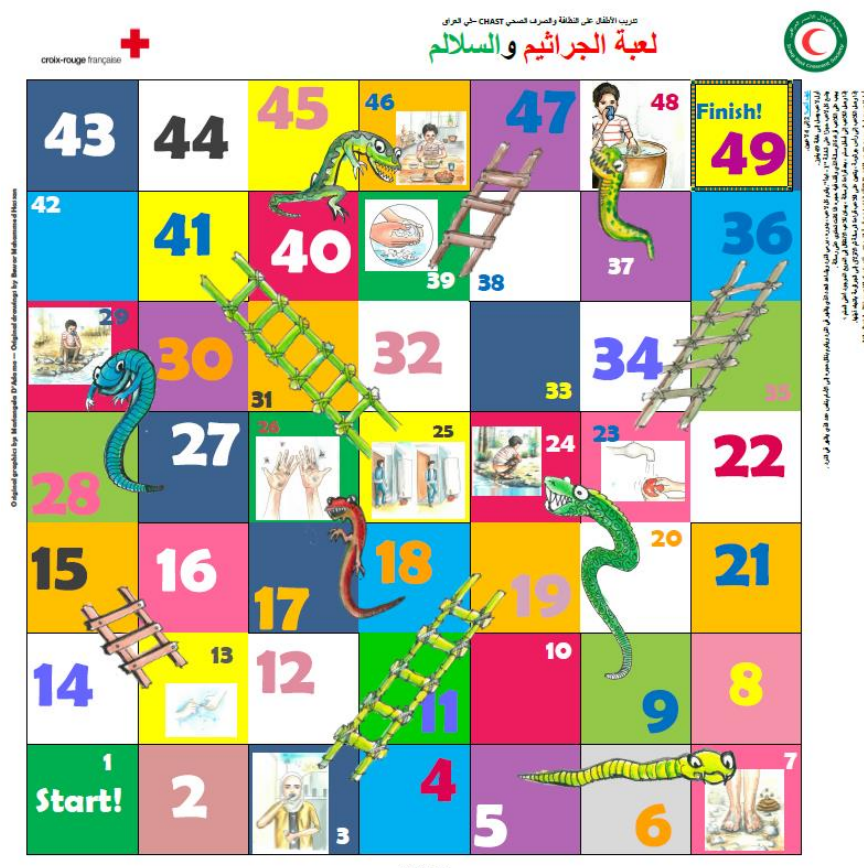


MATERIAL NEEDED

- Two copies of **Poster 2 – Germs and ladder**
- Two dices per game & pawns

ABOUT THE GAME

- Germs represent poor hygiene practices and ladder means rewards in the game. Whenever a child practice unhygienic behavior the germs reinforces him/her towards safe behavior and ladder rewards with incentives.
- Psychological technique on 'rewards & reinforcements' used in germs and ladder game. Key objective of this game is to make children to learn while playing the game and understand the consequences of poor hygienic practices and to switch over poor from safe behaviors.
- Subjective learning is the key while playing the game and each children relate images and wordings accordingly.
- Every child need to read the message and explain briefly to others. If, its poor hygiene they need to explain how it affect their health and if its reward how it is improving their life.



HOW TO PLAY THE GAME:

Puppet Arya invites the children to play the Germs and Ladder game.

- Children are divided in four groups and they stand across the board. Each group will roll the dice and children take turn in rolling the dice. After rolling the dice, the child moves the pawn based on number on the dice.
- 20 children can play the game and the same time (4 teams of 5)
- First team to reach 49 wins the game
- Each player landing on a hygiene image should explain to the others what is happening, if is good or bad and the consequences.

The pawn is moved up or down depending if the pawn landing on the bottom of a ladder or on the head of a germ.

CONCLUSION BY ARYA:

At the end of the game Arya gathers the children and asks what they learnt during the game.

The session can finish by singing the hygiene song learnt during the previous day and Arya set up the time and day for the next time the facilitators will come to the class.

STEP 3 PROBLEMS ANALYSIS

STEP	DAY	ACTIVITY	MATERIAL	TIME
Problems analysis	Day 3	<u>Game</u> : Matching opposite behaviors	Card - box 3 x 2	25
		<u>Story</u> : Akram and Jalal playing football	Posters 3&4	20
	Day 4	<u>Coloring</u> : F Diagram	Poster 5, sheets, crayons	20
		<u>Role play</u> : Transmission barrier squads	Poster 5, Cards box 4	25

AIM

To help children understand impact of poor hygiene behaviors and trying to change poor hygiene practices into positive practices.

SUMMARY

Children will understand the impacts of poor sanitation and hygiene practices and will make decisions to switch to positive hygiene behaviors

EXPECTED RESULTS

- To support children understand and match opposite hygiene behaviors
- To make children understand the impact of poor hygiene practices
- To help children to change bad hygiene practices into good practices
- To make children understand route of disease transmission and barriers for blocking them

DAY 3: ANALYSIS OF BAD HYGIENE BEHAVIORS

ACTIVITY 1 MATCHING OPPOSITE HYGIENE BEHAVIORS



OBJECTIVE

- Children classify the good & bad hygiene behaviors are able to identify how to improve them



TIMING

- 25 minutes



























MATERIAL NEEDED

- Puppet Arya
- 2 sets of **Box 3** - Opposite hygiene behaviors
- Tape - sticky tack – not provided

ACTIVITY MANAGEMENT

The session starts with Arya singing with the children the hygiene song

CARDS

	Hygiene behaviour		Hygiene behaviour		Hygiene behaviour		Hygiene behaviour
	Dirty hands		Hand washing with soap		Boy littering		Boy and girl collecting garbage
	Dirty face and dirty clothes		Clean face		Uncovered food		Covered food
	Dirty mouth		Brushing teeth		Drinking unsafe water		Drinking water from water container
	Boy showering		Boy with dirty body		Eating with clean hands		Eating with dirty hands
	Boy entering toilets		Boy urinating outside		Long nails and dirty hands		Cutting nails
	Boy defecating outside		Boy defecating in a toilet		Bare feet		Wearing shoes

HOW TO PLAY

The facilitators should prepare as many cards as there are children, making sure each distributed card has its matching opposite.

If there is an uneven number of children, the teacher or the facilitator can play

Arya explains the rules:

- Each child receives a card of hygiene behaviors

- Each one should run around the class to find the exact opposite hygiene behavior.
- When a child has identified the child holding the opposite hygiene behavior they both sit next to each other
- Each pair should explain behavior in the cards, how it is matching and influence of such behavior. Partners also explain how they can change bad hygiene behaviors to good behavior.
- After making the presentation, children paste both good and bad hygiene behaviors on the board.
- There may be discussions with class and once they agree, the facilitator moves on to next pair.

ACTIVITY 2 AKRAM AND JALAL PLAYING FOOTBALL



OBJECTIVE

- To make children understand the direct link between bad hygiene behavior the consequences on health



TIMING

- 20 minutes



MATERIAL NEEDED

- Puppet Arya
- Poster 3 & 4** – Akram & Jalal playing football
- Tape - sticky tack – not provided

ACTIVITY MANAGEMENT

Arya asks the children for their feedback on the previous session.

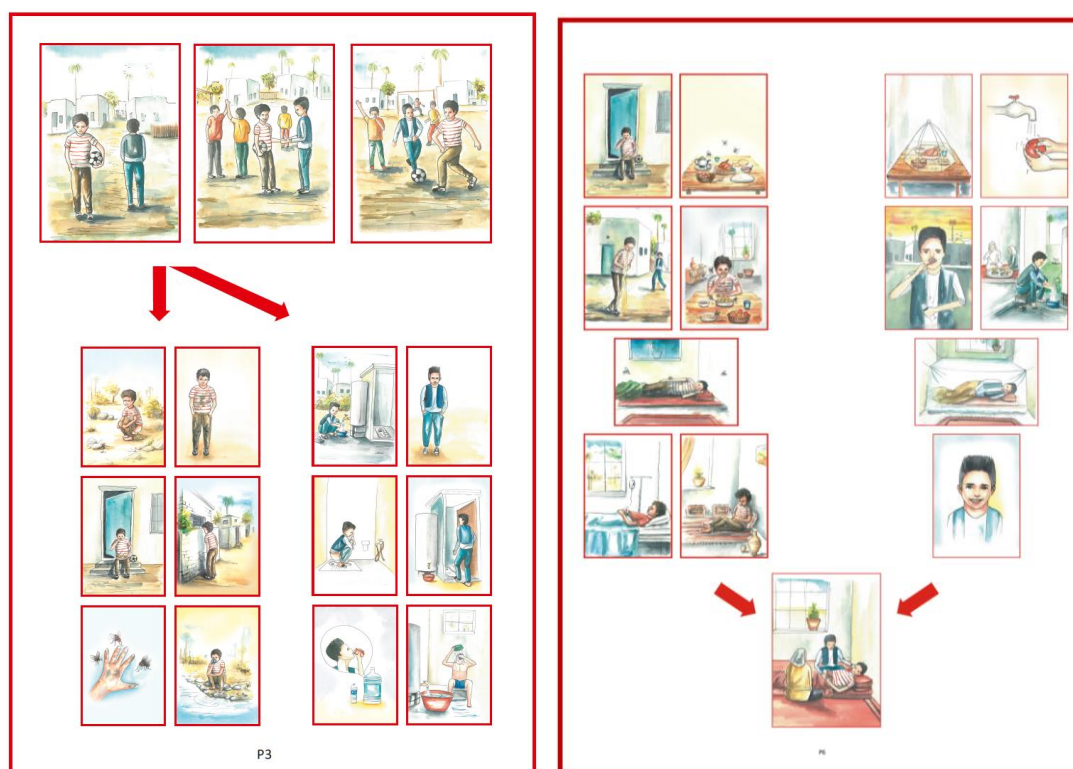
Can you please tell me some opposite hygiene behaviors?

Puppet Arya listens to them and thanks the children for their feedback.

Thank you all

Now we going to have fun by you telling a story about football, are you all ready?

Children are expected to reply Yes, Yes



- Set up the posters on the wall
- Begin the story in an interactive way, by pointing to the first poster and asking: *“Who can you see in this picture?”*
- Once the children have recognized Akram & Jalal, continue: *“What are they doing?”* (The children will explain that they are playing football.)

- Point to the second picture and ask: *“Who can help me explain the second and the third pictures?”* With the help of Arya, choose a boy or girl to come forward and explain what is happening in the poster.
- Divide the class in 2 groups and ask one group to discuss what Jalal does after the football game and the other group should do the same about Akram.
- When the children have finished analyzing their character’s story, the facilitator should take over and ask volunteers from each group to come and present to the class what happen to their friends Jalal and Akram.
- To conclude the story, ask the whole group: *“What are the differences between the story of Akram and the story of Jalal? Why does Akram become sick? And why does Jalal stay healthy?”*
- Use Arya to emphasize the relevant point of the story, meaning the good and bad hygiene habits of the 2 main characters.

CONCLUSION BY ARYA

Today I learned from you very interesting things. Sometimes some of us practice good hygiene behaviors, sometimes bad hygiene behaviors. The bad hygiene behaviors risk to make us sick and the good ones help us staying healthy. Now we all know what to do if we want to improve our habits and stay healthy.

Should we sing our hygiene song?

Let’s all sing then!

DAY 4: DISEASE TRANSMISSION AND BLOCKING TRANSMISSION

ACTIVITY 1 COLORING F-DIAGRAM



OBJECTIVE

- Children understand the routes of disease transmission and barriers.



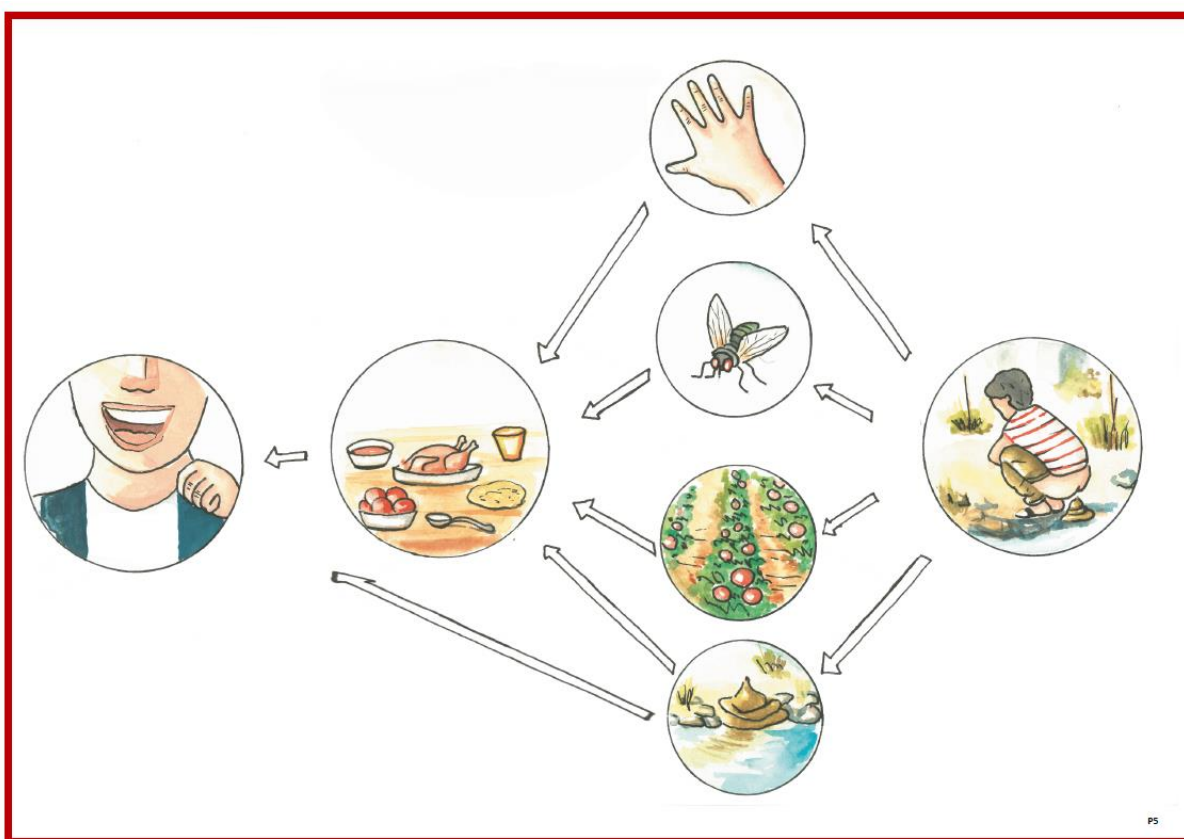
TIMING

- 20 minutes



MATERIAL NEEDED

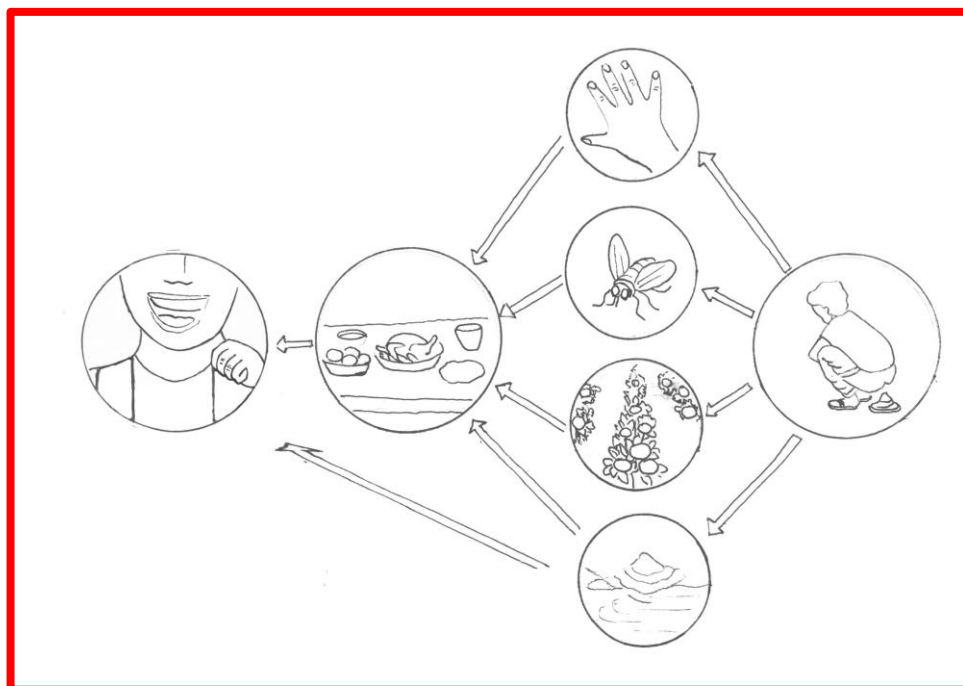
- Poster 5** – F Diagram
- Coloring sheet of the F-Diagram
- Crayons



ACTIVITY MANAGEMENT

- Paste the poster on the board
- Ask children to explain in their own words the route of contamination from feces to mouth
- Once this is understood, distribute the coloring sheet of the F-diagram and ask them to color it

- Arya should ask some children to present their drawing and explain the contamination route.



CONCLUSION BY ARYA

My friends, this was very interesting to understand how poop can get into our mouth and it is a little bit scary too! Now, let's discover together how to block poop from entering into our mouths!

ACTIVITY 2 TRANSMISSION BARRIER SQUADS



OBJECTIVE

- Children understand the routes of disease transmission and barriers through a role play



TIMING

- 25 minutes



MATERIAL NEEDED

- Poster 5** - F-diagram
- Box 4** –Disease transmission and barriers

HOW TO PLAY

- Get 20 volunteers who like to play the transmission barrier squads
- Children are divided in 3 groups:
- They each receive a card and should attach it to their shirt. They will have to act like their card; it is left to the imagination of the children to choose the best way to act like what is represented on their card.

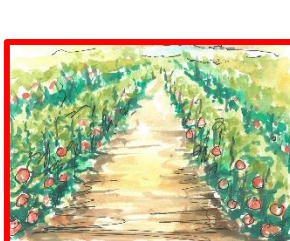
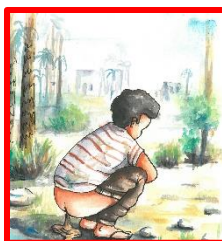
Transmission Squad

Barrier Squad

Host

TRANSMISSION SQUAD (5 CHILDREN)

This group receive the cards include 5 F's – Flies, finger, fluid, field, feces



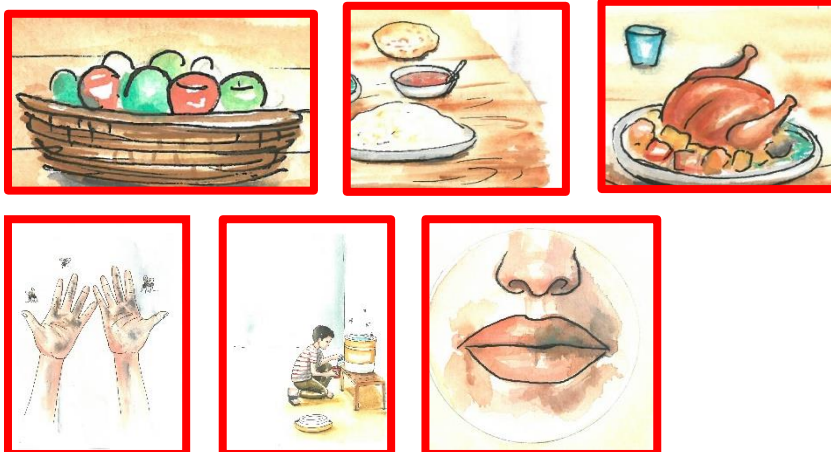
The role of this squad is to spread the diseases from the poop to a host.

If a child has the fly card, he or she should act as a fly, folding hands, making noise, touch the poop and go fly to touch a host. Once the fly touched a host, it should go back to the poop and try to touch another host.

Once the role of this squad is presented, the facilitators should ask the children to rephrase their objective

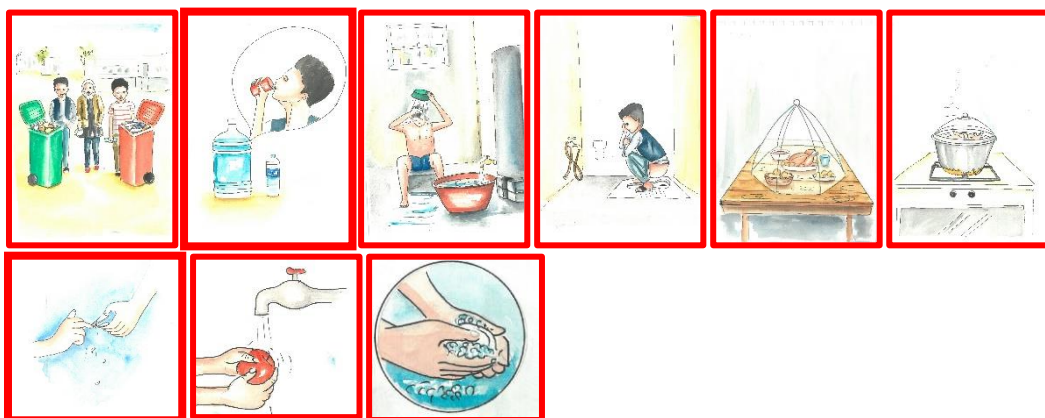
Children are expected to reply that they have to transmit diseases from poop to food, water and mouth.

HOSTS GROUP (6 CHILDREN)



The **hosts can be contaminated** by diseases coming from the poop or **not contaminated**. It depends if they have been in contact with a member of the transmission squad that has been in contact with poop.

BARRIER SQUAD (9 CHILDREN)



Their role is to block the transmission of diseases from poop to the hosts.

When they will intervene, they will be able to stop the diseases to spread

ACTING

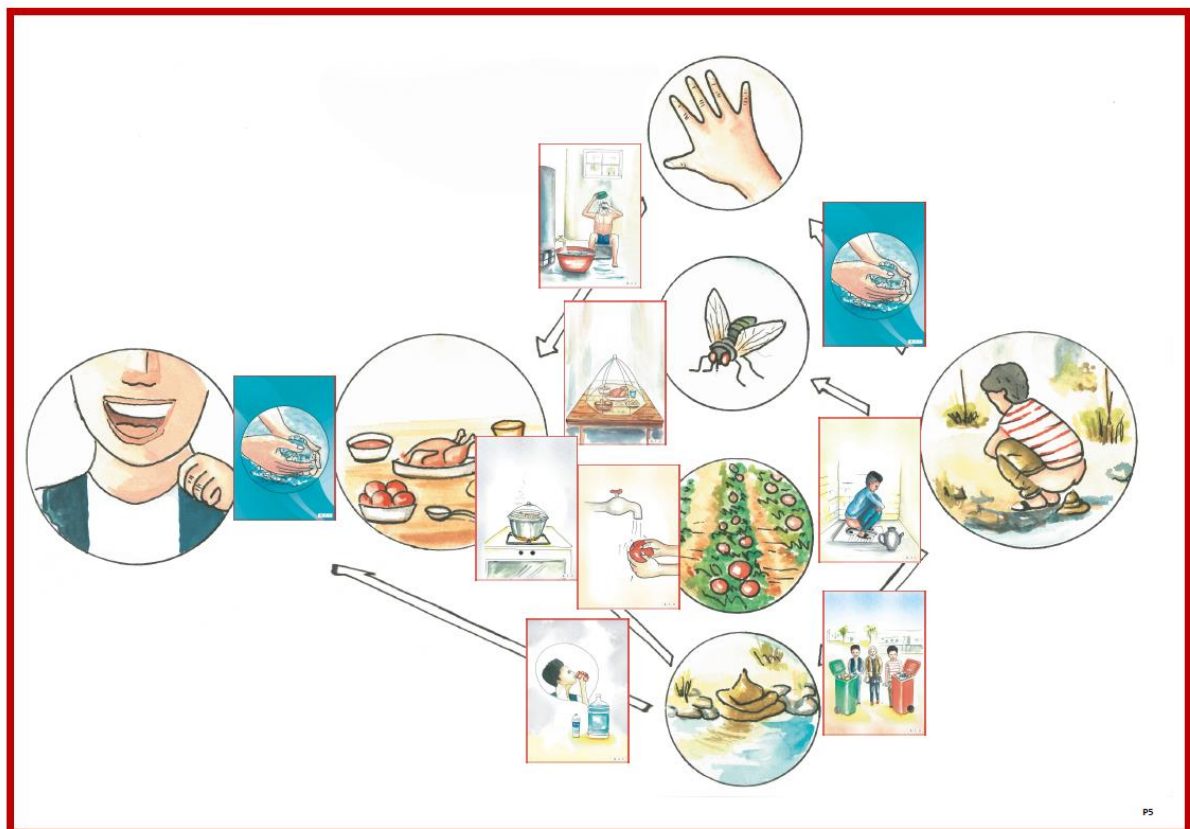
- Get first the hosts to spread in front of the class and act like their card.
- Ask each children to explain what he or she is
- Then get the transmission squad to introduce themselves.
- Start the game by having the transmission squad running from the poop to the hosts
- After a little while, stop the game and ask the barrier squad to introduce themselves
- Start again to have the transmission squad to contaminate the hosts, but this time the blocking squad will be able to neutralize them!
- If the transmission squad manages to touch the hosts, they win. If the blocking squad prevents it, it is the blocking squad that wins.
- Plenty of physical activity happens during the activity, make sure not one gets violent or hurt!

- After the game, the facilitator asks the volunteers from each group to share their learning from the game. *By practicing safe hygiene behaviors, the transmission of diseases is blocked and getting sick is avoided!*

EXPLANATION WITH THE POSTERS

Using the poster of the F-Diagram, poster 5, have a children to explain the contamination route from the poop to the mouth.

Using the cards of the barrier squad, ask the children to stick them on the F-Diagram and ask to explain how and why it prevents contamination.



CONCLUSION BY ARYA:

“Now I have learned that poo enters our bodies through the mouth in many ways through our hands, through flies, mice or insects that touch the poo, through the soil, , by seeping into rivers and streams, which pollutes the water; after that, the poo goes onto our fingers and into food and drinks and enters our mouth. Oh dear, that means we sometimes eat poo! We need to stop this disease transmission. Do you agree with me?”

If the barriers are not strong, if we do not use toilets properly, do not wash hands with soap, eat unhygienic food, there are chances of eating poo and getting sick!

Should we finish by signing our hygiene song?

STEP 4 PRACTICING GOOD HYGIENE BEHAVIORS

STEP	DAY	ACTIVITY	MATERIAL	TIME
Practicing good hygiene behaviors	Day 5	<u>Role play</u> : Mime daily hygiene routine	-	15
		<u>Coloring</u> : Personal hygiene	Coloring sheets, crayons	10
		<u>Group discussion</u> : Daily hygiene activities	-	20
	Day 6	<u>Distribution</u> : Daily hygiene diary	Hygiene dairies, Poster 6	20
		<u>Group discussion</u> : Using toilets	-	25
	Day 7	<u>Demonstration</u> : Hand washing	Water, soap, glitter	30
		<u>Role play</u> : 7 steps of handwashing	Poster 6	15
	Day 8	<u>Group discussion</u> : Safe handling of drinking water	Cards - box 5 x 4	20
		<u>Group discussion</u> : Food hygiene	Cards - box 6 x 4	15
	Day 9	<u>Role play</u> : My school, clean school	Cards - box 7	25
		<u>Group discussion</u> : Waste management	-	20

Aim

Making children understand the impact of poor hygiene practices and helping them switching to safe hygiene and sanitation practices through multiple activities

Summary

Children understand impact of poor hygiene practices and decide to implement to safe practices

EXPECTED RESULTS

- To support children understand good hygiene behaviors and adopt them daily
- To make children understand safe usage of toilets and how to maintain them
- To help children to understand importance and timings of hand washing
- To support children practice food hygiene at home and school
- To increase participation of children towards keeping home and school hygienic
- To make children understand solid and liquid waste management concepts

DAY 5: ADAPTATION OF SAFE PERSONAL HYGIENE PRACTICES

ACTIVITY 1 MIMING DAILY HYGIENE ROUTINE



OBJECTIVE

- To make children understand impact of poor hygiene practices and helping them switching over safe hygiene & sanitation practices through role play and miming



TIMING

- 15 minutes



MATERIAL NEEDED

- No material needed

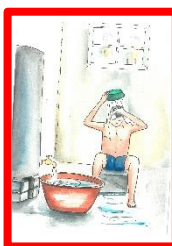
ACTIVITY MANAGEMENT

The day starts by Arya greeting the class and asking the children to recall what they discovered in the last day.

Arya then asks the class to start signing the hygiene song.

The facilitator says that today the topic will be about personal hygiene that we do every day.

- A volunteer is asked to come forward and mime all the hygiene activities that he/she does every day
- Each child comes forward and demonstrate his or her act like brushing, using toilet, hand washing after toilet, taking a bath, combing his/her hair, cutting the nails, washing hands before eating, washing vegetables, etc.



- Normally, children tend to **forget hand washing after using toilet** and when they forget, class can be asked if there is something that was missing.

ARYA TO THE CLASS,

Why do we need to follow personal hygiene activities?

Class replies like to avoid getting sick, protect from diseases, attend school regularly.

The facilitator summarizes the discussion and insists on the importance of practicing daily hygiene activities to stay healthy and impact of poor hygiene practices.

ACTIVITY 2 COLORING PERSONAL HYGIENE



OBJECTIVE

- To make children understand impact of poor hygiene practices and helping them switching over safe hygiene & sanitation practices through coloring activity



TIMING

- 10 minutes



MATERIAL NEEDED

- Coloring sheet on personal hygiene see **Annex**
- Coloring crayons

ACTIVITY MANAGEMENT

- Facilitator distributes coloring sheets to children.
- Children can start coloring immediately
- After coloring, Arya asks volunteers to explain the daily personal hygiene activities and the timings of practicing them.

Arya repeats the questions until the children say the timing of each activities properly. Children may reply a little bit differently depending on their current habits and practices.

- *Brushing teeth?*

Class expected to respond - *Morning and evening*

- *Hand washing with soap?*

- *After using toilet, before eating and after playing.*

- *Washing face*

- *In the morning*

- *Combing*

- *In the morning*

- *Nail cutting*

- *When the nails are getting long*



Children today you told me about your daily personal hygiene activities and timings of them.

Will you do that every day?

Arya repeats the question until all the children answer YES loudly.

ACTIVITY 3 GROUP DISCUSSION ON DAILY HYGIENE ACTIVITIES



OBJECTIVE

- To encourage children to discuss among themselves on daily personal hygiene activities and sequences of them



TIMING

- 20 minutes



MATERIAL NEEDED

- No material is needed

ACTIVITY MANAGEMENT

- The facilitators divide the children into three groups
- Morning group – 6.00 am to 12.00 pm
- Afternoon group: 12.00 pm to 6.00 pm
- Evening group: 6.00 pm until time to bed
- The facilitator asks each group to discuss their personal hygiene activities for this period of time
- After discussion and agreement, the group list activities in the board or on a paper and a volunteer from the group makes presentation to class.
- Other group members listen, add any missing points, and agree on personal hygiene activities and timings of them.
- The facilitators make sure **hand washing with soap** is discussed and presented by each group and if a group misses them, the facilitator asks them to think about missing activities and add them.

PUPPET ARYA:

Can you tell me sequence of your daily personal hygiene activities?

Morning Group 6.00 am to 12.00 pm

Brushing teeth

Using toilets

Hand washing with soap after toilet

Taking bath

Cutting nails

Hand washing with soap before eating

Wearing clean undergarments and uniforms



Afternoon Group: 12.00 pm to 6.00 pm

Using toilet

Hand washing with soap after using toilet

Hand washing with soap before eating

Hand washing after playing

Evening group: 6.00 pm until time to bed

Hand washing with soap after returning from school

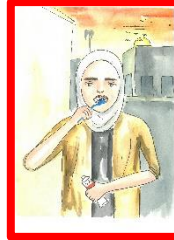
Hand washing with soap after using toilets

Hand washing with soap after playing with friends

Hand washing with soap before eating

Brushing teeth before going to bed

Children are expected to list each activity in sequence and puppet Arya will add any missing activities.



ARYA AGAIN,

You told me about your personal hygiene activities and timings of practicing them,

Is everyone going to do it?

The class is expected to respond by saying YES, YES

DAY 6: PERSONAL HYGIENE DIARY AND HOW TO USE TOILETS

ACTIVITY 1 PERSONAL HYGIENE DIARY



OBJECTIVE

- To support children switching over to safe hygiene practices by using daily hygiene diary



TIMING

- 20 minutes



MATERIAL NEEDED

- Poster 6** - personal hygiene diary
- One copy of the personal hygiene diary per children available in



NOTE TO FACILITATORS

'Practice makes perfect' - Key objective of this behavior changing tool is to create a positive tendency and urge children to act in the same way. If, a child brushes his or her teeth twice during 30 days, he / she is likely to continue for all the life!

ACTIVITY MANAGEMENT

- The facilitators distribute the personal hygiene diary to each children and explain how to use it.
- Puppet Arya choose children from the class and ask them to explain each activity from hygiene diary and timings of practicing them. Class add any missing points and agree on the activities.

Arya presents the daily hygiene activities mentioned in the personal hygiene diary:

- Brushing teeth twice per day
- Washing face in the morning
- Using toilets
- Washing hands with soap after toilet
- Washing hands with soap before eating
- Disposal of waste in waste bins

Children Hygiene and Sanitation Training – CHAST Iraq																																
Daily Hygiene Diary																																
CHAST teacher distribute daily hygiene diary to children and guide them to adopt key personal hygiene practices. End of each day children should ✓ mark on the completed activities and ✗ mark on uncompleted activities. Children adopt this diary at least for two months and follow them as way of life																																
Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Brushing teeth twice daily																																
Washing face in the morning																																
Washing hands with soap after using toilet																																
Washing hands with soap before eating																																
Use toilet every day																																
Use waste bin to throw waste																																

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total
Brushing teeth twice daily																																
Washing face in the morning																																
Washing hands with soap after using toilet																																
Washing hands with soap before eating																																
Use toilet every day																																
Use waste bin to throw waste																																

- Every day children are expected to tick if they have done the activity ✓
- If they didn't do it they should make a cross ✗
- The facilitator should make a demonstration using a sample diary and ask the children to do the same.
- **Timing of marking:** Facilitators should discuss with the children to agree on the best suitable timing for completing the diary. Some children may say morning and some may say in the evening before going to bed.
- Once a consensus is reached, every children are expected to complete their diary at the same time of the day.

PUPPET ARYA

Friends, I want everyone to be honest in using diary,

Will you all follow the diary honestly?

Children say Yes, Yes.

ACTIVITY 2 USING TOILETS



OBJECTIVE

- To encourage children to discuss about proper usage of toilets and the impact of clean and hygienic toilets



TIMING

- 25 minutes



MATERIAL NEEDED

- No material required



NOTE TO FACILITATORS

This is an uncomfortable topic for children to discuss. They may not be willing to discuss openly in the class. Give them some space to discuss and deliberate in a group. It may take some time for children to initiate discussion.

If girls and boys prefer to be separated for discussing about toilets, respect their choice and make them comfortable.

MANAGEMENT OF THE ACTIVITY

- The facilitators divide the class into four groups and request them to discuss the following subjects:
 1. Actions before using toilets
 2. Actions after using toilets
 3. Impact of unclean & unhygienic toilets
 4. Impact of clean toilets
- Each group has 5 minutes to discuss the topic
- One volunteer from the group lists the points on a paper and will make a presentation after the discussion.
- Each group presents its findings
- The facilitators and the other children observe the presentation and add any missing points.
- Facilitators should support the group to find the following answers:



ACTIONS BEFORE USING TOILET

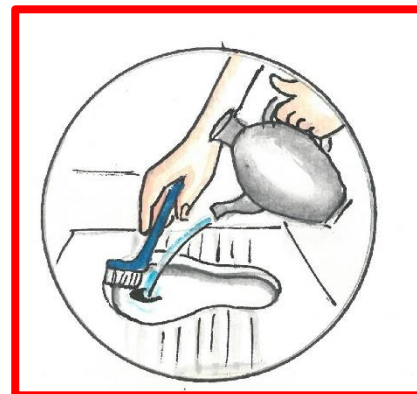
- Pouring water for cleaning the toilet and making the pan wet
- Placing the feet rightly on the squatting pan
- Use the toilet

ACTIONS AFTER USING TOILET

- Body cleaning using water or tissue paper
- Disposing the tissue (if used) in the toilet or a bin
- Flushing the toilet
- Cleaning toilet for the others to use
- Hand washing with soap

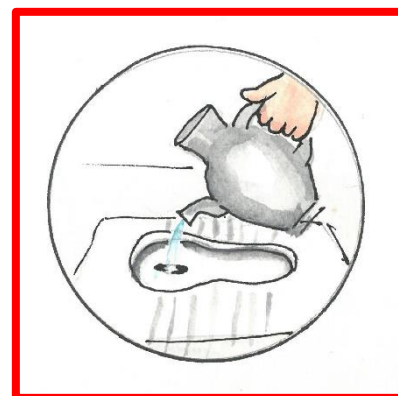
IMPACT OF UNCLEAN TOILET

- Spread germs
- Getting sick
- May promote open defecation and urination
- Uncomfortable to use
- Smelly
- Other may not use it



IMPACT OF CLEAN TOILETS

- Proud of my toilet
 - Healthy
 - Stop spreading germs
 - No disease transmission through flies
-
- Children may give additional points as well.
 - Children encouraged discussing openly on each topics until consensus
 - After each presentation Arya summarizes the consensus reached



ARYA

My friends, today you told me how to use the toilets properly, thank you for this.

Will you be able to use school toilets and your toilets at home properly?

Children expected to respond yes.



DAY 7: IMPORTANCE OF HAND WASHING

ACTIVITY 1 DEMONSTRATION OF HAND WASHING WITH SOAP



OBJECTIVE

- Children visualize the importance of hand washing
- Children understand how to wash hands with soap



TIMING

- 30 minutes



MATERIAL NEEDED

- Glitter,
- A soap
- Hand Washing Station with the available water
- Light (Phone light)

ACTIVITY MANAGEMENT

- The facilitators place the material on the teacher's desk so that all the children can see.
- Arya asks the children about what they remember from the last day.
- Arya introduces the session of today: demonstration of hand washing with soap
- Arya asks who has clean hands
- Several children will raise their hands and say that their hands are clean and neat.
- Arya selects two volunteers to come for a demonstrating



DEMONSTRATION

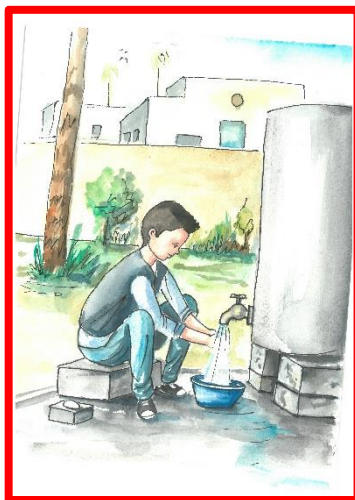
1. The facilitator **puts a small amount of glitter** in each volunteers hands and ask them to rub their hands together so the glitter goes all over their hands.
2. Arya says the **glitter is germs** that cause diseases like colds and diarrhea.
3. Instructs the volunteers to **touch different parts of their body** (e.g. their face and hair), other children and different objects in the room.
4. Arya talks to the children about how the **glitter sticks to everything** they touch. And says that germs are the same, once they get on your hands they then spread to everything you touch.

5. Now Arya tells the volunteers that to **remove germs from their hands**, they need to wash them.
6. Arya says, *ok friends, let's go to the handwashing station and wash our hands*, first they should wash their hands with only water. **DO NOT USE SOAP YET.**
7. When they have finished, by using **the light on your washed hands** you will discover that there is a lot of Glitter still on the washed hands, the facilitators talk about how **there is still a lot of glitter** on their hands and the reasons why (because water alone is not enough to get germs off the hands, we also need to use soap).
8. Now the facilitator helps the children to **wash their hands with soap and water** using the proper handwashing steps.
9. Facilitators use the **light again** to check the remaining glitter on the volunteers' hands
10. The facilitator talks about **how soap helps the water** wash the germs away and that's why it's **important to use soap** every time you wash your hands.

CONCLUSIONS BY ARYA

Arya tries to get the children to say:

- The **hands looked clean**, but they were not
- Washing hands with water only removed some of the dirt and germs but not all of it
- Washing hands with soap and water removed all the dirt and the germs
- Handwashing with soap is a barrier to stop the germs transmission from poop to the mouth
- The important times of hand washing should be reminded (after using the toilets, before eating, before preparing food).



ACTIVITY 2 THE SEVEN STEPS OF HAND WASHING



OBJECTIVE

To know and practice the seven steps of hand washing with soap



TIMING

- 15 minutes

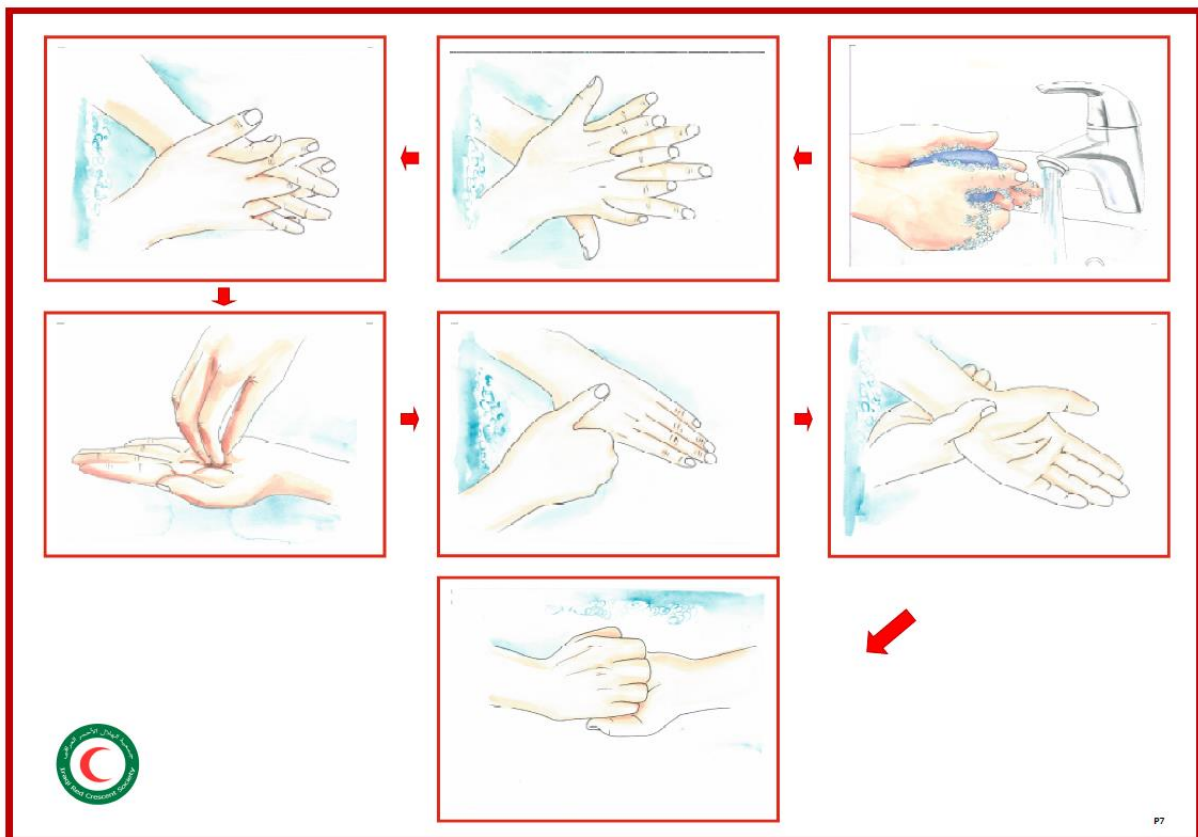


MATERIAL NEEDED

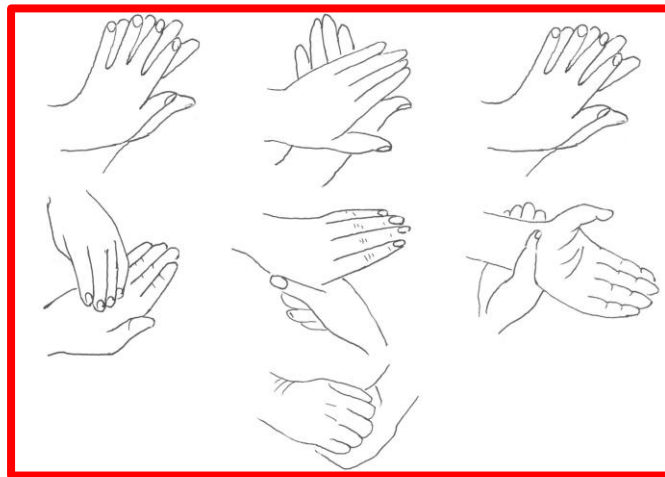
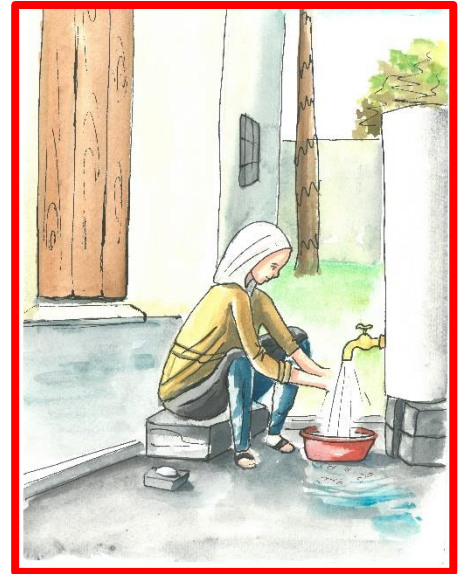
- **Poster 7** - The seven steps of hand washing

ACTIVITY MANAGEMENT

- Arya asks for a volunteer to demonstrate how to wash hands so that every parts are clean
- The volunteer and the facilitator stand in front of the class
- The students should stand up and replicate what the volunteer and the facilitator are doing



- **Step 1:** Make sure both hands are wet with clean water, apply soap to the hands and rub the hands together
- **Step 2:** Use the palm of one hand to rub the back of the other hand and vice versa;
- **Step 3:** Use the fingertips of one hand to rub the spaces between the fingers of the other hand and vice versa;
- **Step 4:** Insist of cleaning fingertips and nails;
- **Step 5:** Use the fingers and palm of one hand to roll around each finger of the other hand and vice versa;
- **Step 6:** Rub the wrists of each hand;
- **Step 7:** join the fingers of both hands together;
- **Rinse** the hands until they are clean from soap
- **Dry** the hands on a napkin, a clean towel or shaking them in the air



ARYA

Thanks my friends, you learned well today,

How many steps in hand washing?

Children respond by saying seven steps

Very good, claps for the class...

DAY 8: DRINKING WATER AND FOOD HYGIENE

ACTIVITY 1 SAFE HANDLING OF DRINKING WATER



OBJECTIVE

- To understand the importance of safe drinking water practices
- To Improve presentation skills and team work



TIMING

- 20 minutes



MATERIAL NEEDED

- 4 sets of **Box 5** - Safe handling drinking water

ACTIVITY MANAGEMENT

- Days starts with Arya asking the children to sign the hygiene song.
- Arya then introduces to topic of the activity:

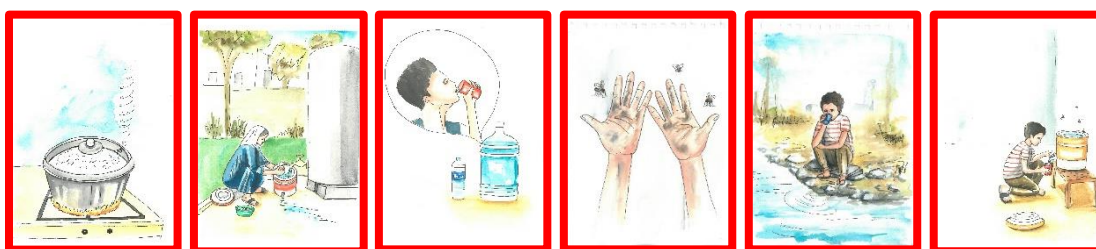
My friends, today we will be discussing how to handle drinking water safely,

Can you tell me, why drinking water should be handled properly?

Children respond by saying,

To avoid getting sick, to avoid being affected by germs and bacteria and keep us healthy.

- The facilitators divide the children into four groups and gives them the cards.
- Children have to discuss among themselves to identify the safe and the unsafe drinking water practices.
- After the discussion, each group uses the cards to explain the water practices. The facilitator should ask many “Why?” so that the children can detail their reasoning.



CONCLUSION BY ARYA

*Children must wash **hands with soap before manipulating** drinking water at home and school.*

Drinking water from **tap** or water that was **boiled, filtered and chlorinated** water is **safe**.

Water from open sources like **pond, streams, rivers and lakes** is **dangerous**.

Having **clean nails** always helps reducing drinking water contamination.

You should **never dip your fingers** in a drinking water pot or container.

Drinking water **container must be clean & covered** all the time.

Water should be stored **away from the reach of small children** and animals at home.

Wash the containers frequently with dish washing liquid for preventing germs to develop

Will you repeat this to your family?

Children expected to respond by saying Yes, Yes.

ACTIVITY 2 FOOD HYGIENE



OBJECTIVE

- To understand the impact of food hygiene and the methods for keeping food safe



TIMING

- 25 minutes



MATERIAL NEEDED

- 4 sets of **Box 6** - Food hygiene

ACTIVITY MANAGEMENT

Friends, what is your favorite food?

Children respond with their favorite food like, *sandwich, sharwama, biriyani, noodles, and grilled chicken*

How do you prefer it, freshly cooked or when it is a little bit old?

Fresh food

Why?

Old food has poor taste and it is not healthy

That is true; today we learn how to keep food hygienic and how to avoid diseases from unhygienic food



- The facilitator divides the class in four groups and gives them a set of cards.
- Each group has to discuss about the cards
- Facilitator can write the following points on the board and children discuss each points in their group:
 1. Impact of eating old food

2. Flies & uncovered food
 3. Eating without washing hands with soap
 4. Eating unwashed vegetables
 5. Consuming half cooked meat
 6. Consuming spoiled fruits and vegetable
- The facilitators helps the children to discuss each topic and list their points in a paper.
 - After the discussion, a volunteer from each group can make a presentation to the class and the class will add any missing points and agree on the discussion.

CONCLUSIONS BY ARYA

"We shouldn't keep cooked food together with raw food. We should eat well cooked food, drink boiled water or chlorinated water"

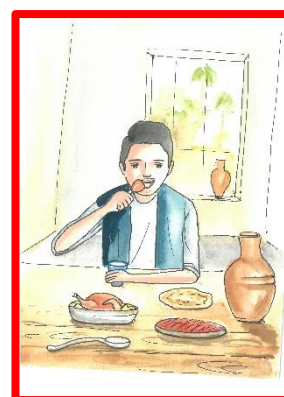
We shouldn't eat old food.

All the bowls, dishes and glasses must be well cleaned with soap".

*Will you be able to explain these healthy habits to your family?
How would you pass the message of drinking and eating hygienically to them?*

Thank you all for your participation and interesting comments

The session ends with singing of the hygiene song.



DAY 9: MY SCHOOL PROUD SCHOOL & WASTE MANAGEMENT

ACTIVITY 1 MY SCHOOL, CLEAN SCHOOL ROLE PLAY



OBJECTIVE

- To help children understand importance of hygiene school and guide them to take decisions to keep their classroom and school clean
- To support children analyzing the impact of clean school by a role play



TIMING

- 25 minutes



MATERIAL NEEDED

- **Box 7** - My school, clean school

ARYA TO THE CLASS,

Dear friends let's all say

My school proud school - My school proud school

Children respond '*my school proud school, my school proud school*'

Today we are learning how to keep our classrooms and school clean. What do you think are the unclean places in this school? Is it toilet, drinking water station, classrooms, waste disposal area or any other spot?

Children respond, then Arya asks,

Why?

Children may respond by saying reasons why such places are dirty

OK, let us learn which places are dirty and how to keep them clean by doing a role-play –

INSTRUCTIONS FOR THE ROLE-PLAY

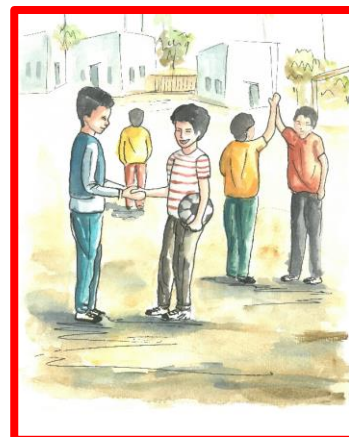
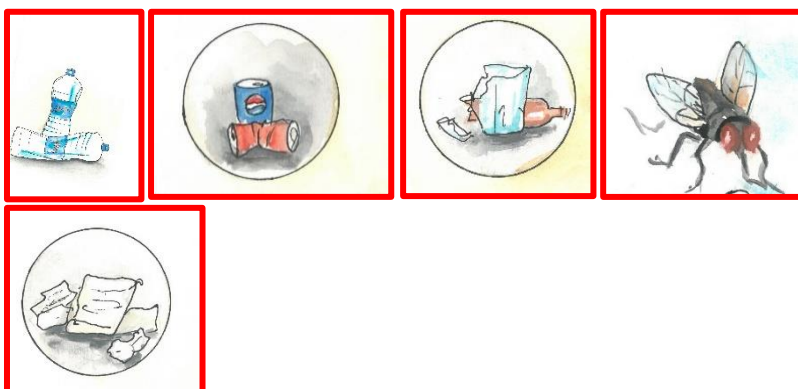
- Facilitator asks for 10 volunteers from the class and divides them in two groups of 5.

FIRST GROUP: SCHOOL SPOTS



- Each child receives a card like school toilet, classroom, playground, drinking water station and waste disposal place. Children pin or paste the card on their shirt and imagine acting like this location in school.

SECOND GROUP: DIRT AND WASTE



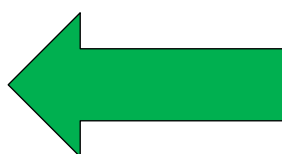
- In this group, the children receive cards of dirt, waste paper, used plastic (including food cover & water cans), food waste and waste leaves. Each child paste or pin the card on the shirt and imagine acting like the card.

HOW TO PLAY:

- The facilitators make the right side of the class as clean school and left side as unclean and dirty school.
- When facilitator calls 'toilet', the child acting as toilet should come and stand in left side of the class as an unhygienic toilet.
- The child playing the role of the toilet imagines how the real school toilets look like. If the child thinks the toilets are dirty, he or she calls dirt to come inside the toilet. Likewise, child also calls for other waste like plastic, food waste, paper if he or she think, school toilet have them.
- Other children from class also send other items like plastic, leaf, food waste, if they think, school toilet has them.
- Every dirt and waste surrounds the toilet and toilet close his or her nose because it smells bad.

Hygiene school

Hygiene toilet
Clean classrooms
Clean playgrounds
Hygienic drinking water station
Waste disposal locations



Unhygienic school

Unhygienic & unclean toilets
Unclean & dirty class rooms
Dirty playground
Dirty drinking water stations
unclean waste disposal locations

- Facilitator asks the class, what is wrong with toilet? Children respond, it has dirt, waste paper, plastics and everything. Facilitator again ask the children, can you use this toilet? Children may say *no, no*.

PUPPET ARYA,

Is it clean toilet?

Children No, No.

Is this toilet make our school proud? Children No, No

- After this discussion, the facilitator asks a volunteer from class to come forward and clean the toilet.

- The volunteer goes near the toilet, touch each piece of waste, and explain, where it should go. Like leaf, waste paper, plastic and food waste-to-waste bin and dirt cleaned by water & soap.
- After removing every dirt and waste, the facilitator ask children, is our toilet clean?
- Children says, yes.
- Then the facilitator asks the class, where this toilet should be standing? In hygiene school or unhygienic school? Children may ask the toilet to move to other end of the class to hygienic section.
- The same role-play is continued for other locations of the school. The class is guided to imagine what kind of waste is thrown in such places and how to avoid throwing waste.

CONCLUSION BY ARYA:

Can we make our school proud? Children Yes, Yes.

We should use only waste bins to throw garbage. Can you use only waste bins to throw waste?

Children Yes, Yes

ARYA ASK CHILDREN TO RESPOND,

Clean toilet – Clean school !

Clean classroom – Clean school !

Our school – Proud school !

ACTIVITY 2 WASTE MANAGEMENT – GROUP DISCUSSION



OBJECTIVE

- To help children understand importance of disposing solid and liquid waste and methods of disposing them
- To facilitate discussions among children and to take collective decision



TIMING

- 25 minutes



MATERIAL NEEDED

- Plain sheets and pens

PUPPET ARYA

Friends today we will discuss about solid and liquid waste management at home and school.

Can you please tell me what waste is?

Children answer food waste, paper, plastic, and wastewater

Ok, let us discuss them in detail



ACTIVITY MANAGEMENT

- Facilitators divide the class in four groups and give them task of discussing solid and liquid waste generated at home and school.

1. **Solid waste generated at home**
2. **Liquid waste generated at home**
3. **Solid Waste generated in school**
4. **Liquid waste generated in school**

- Facilitators help children identify what are solid waste and at school & home and how to manage them. Each group discusses waste in details and lists them on a paper.
- After the group discussion, a volunteer make a presentation and the other groups comment and add any missing points in the discussion.
- Facilitators make sure the group presentation include the following points and add them, if they are missing.

SOLID WASTE AT HOME

Food waste, paper, plastic water cans, food cover, glass, soda cans, vegetable waste, cloths.

SOLID WASTE AT SCHOOL

Food waste, paper, plastic water cans, soda cans, noodles packets, cloths

LIQUID WASTE AT HOME

Wastewater from bathing, cloth washing, dishwashing, home cleaning wastewater, meat & vegetable washing

LIQUID WASTE AT SCHOOL

Handwashing water, water standing at drinking water point

SAFE DISPOSAL OF WASTE

After the presentation by each group, the facilitator guides a volunteer from each group to discuss on how to dispose solid and liquid waste at home and school.

Expected answers:

Solid waste in trash bins

Liquid waste through drains.

Discussion focuses exclusively on managing waste at home and school. Additional discussions should be avoided.

CONCLUSION BY ARYA:

Dear Friends, we have learned solid and liquid waste at school and home. We must throw waste only in garbage bins and should never throw them in open or in streets.

What happens, if you throw garbage in open?

Children respond by saying diseases, getting sick, unhygienic, and dirty

Do you all agree, you throw waste only in waste bins?

Children – Yes,

I cannot hear you. I cannot hear you.

Children Yes, Yes.

Clap – Clap - clap for the class

STEP 5 MAKING OPERATIONAL PLANS

STEP	DAY	ACTIVITY	MATERIAL	TIME
Making operational plans	Day 10	Presentation: What behavior I changed and what I plan to change	Cards - box 8	20
		Game: Memory game	Cards - box 9 x 3	25

DAY 10: MY LEARNINGS & MAKING PLANS

AIM:

To support children in making operational plans for continuing safe hygiene behaviors

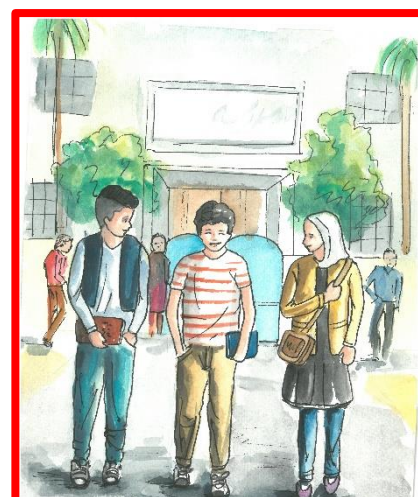
SUMMARY

Children make decisions & make an operational plan to practice good hygiene behaviors

Children also plan about how to share CHAST learnings with their family members and friends

EXPECTED RESULTS

- Children remember their CHAST learning by playing Memory Card game
- Children make operational plans on how to continue good hygiene practices
- Children try to influence behaviors of their family members, friends, peers in school and communities



ACTIVITY 1: MY LEARNINGS AND OPERATIONAL PLANS



OBJECTIVE

- To help children remember their CHAST learning & guide them to make operational plans



TIMING

- 20 minutes



MATERIAL NEEDED

- **Box 8** - Operational plans

ARYA TO THE CLASS

Hello friends,

How are you?

Children *We are Fine*

Can you tell what we have learned in the CHAST training?

Children are expected to say, *personal hygiene, usage of toilets, hand washing, food hygiene and home hygiene, collecting garbage.*

Children may say in different order and facilitator encourage entire class to join and recall their learning.

OK, let us have a group discussion now,

Are you ready?

Children – Yes

MANAGEMENT OF THE ACTIVITY

- Facilitators divide children into four groups and each group facilitated to choose a hygiene activity, which they adopted after CHAST training.
- The group can select the card of personal hygiene, toilet usage, hand washing and food hygiene cards.
- Each group should write on a paper:

MY LEARNINGS	ACTION PLANS TO ADOPT THEM	MY PLAN TO INFLUENCE OTHERS

- Each group list discussion on a paper and present to rest of class.
- Facilitators support them to elaborate on *my learnings from CHAST*, plans to follow them and influencing family members & friends.

- Facilitator encourages children to explain how they changed from bad hygiene practices to good hygiene practices.
- Other members listen to the group add any missing points.
- If a child wants to share additional hygiene activities like safe drinking water, waste management and school hygiene, facilitator should encourage them to discuss it.
- After the discussion, facilitator notes all of the points for further action & follow up.

CONCLUSION BY ARYA

I am happy to learn that so many of you adopted good hygiene behaviors since we know each other

Do you follow them regularly?

Children Yes

Do you also tell your family members to follow them?

Children Yes

Can we all sing our song?

ACTIVITY 2 MEMORY GAME



OBJECTIVE

- To help children to remember their CHAST learning



TIMING

- 20 minutes



MATERIAL NEEDED

- 3 sets of **Box 9** – Memory game

ACTIVITY MANAGEMENT

- Group four to six children to play the game simultaneously.
- Children sit on the floor in a circle. The cards are shuffled and spread on the ground and the youngest child can begin the game.
- The player has to flip a card, he/she then flips another image to try to find the exact same one among the cards.
- If the player manages to flip the 2 exact same cards, the player shows them to the group and keeps them.
- Another player in his/her turn flips 2 cards.
- Each time a finds a matching pair of cards, he/she explains the personal hygiene message to the other players on why he/she adopted or plans to adopt them.
- When no more cards are on the floor, the player with the more number of card is the winner

CONCLUSION BY ARYA:

Dear Friends, thank you for reminding me of the good hygiene behaviours, like you

I will brush my teeth two times per day

I will use the toilets and clean them after every use

I will wash my hands with soap after using toilet and before eating food

I will follow the seven steps of hand washing

I will not put my fingers in the drinking water

I will not eat spoiled food and food with flies

I will eat freshly cooked home food and always cover it

I will keep my house and class clean

I will always throw waste in waste bins and never in the open

Keep smiling and create hygiene school

STEP 6 MONITORING

STEP	DAY	ACTIVITY	MATERIAL	TIME
Monitoring	Day 11	<u>Game</u> : Music quiz	Box, music, soaps	20
		<u>Test</u> : Post-implementation test	Test copies	10
		<u>Essay</u> : What did hygiene change for me?	Blank paper	15

Aim

To monitor CHAST learning and adaptation of safe sanitation and hygiene behaviors in a participatory manner

SUMMARY

Monitor CHAST learning and adaptation among children

EXPECTED RESULTS:

- To monitor positive behavior changes among children
- To support children collectively monitor & understand CHAST impact among themselves
- To document the impacts and learnings of CHAST

DAY 11: MONITORING

ACTIVITY 1 MUSICAL QUIZZ



OBJECTIVE

- To develop the process of monitoring for changes.
- To determine timing and people in charge of monitoring



TIMING

- 20 minutes



MATERIAL NEEDED

- 20 questions from CHAST
- Pieces of paper
- Smartphone
- Local song and empty box
- Soap bars or chocolates as rewards (one per children)

ARYA TO THE CLASS,

My dear friends we are in final stages of CHAST

Now let us play interesting game 'Musical Quiz'

Are you ready?

Children, Yes, Yes

ACTIVITY MANAGEMENT

- Facilitator prepares 20 questions from CHAST and write them in a piece of paper.
- Rolls the questions and keep them in a box.
- Children asked to stand in a circle and the box of question is handed to a child.
- When facilitator plays music, the box is moved around. When music stops, the child having the box, picks up a paper and answers the question.
- Facilitator encourages children to answer elaborately and if the child answers right, he or she receives a chocolate or bar of soap from facilitator.
- If the question is answered correctly, the paper is removed from the box and the game continues.
- Add as many questions as there are children so that all can participate
- After the game chocolates or soap bars are also distributed to the other children as well.

QUESTIONS

Facilitators can use the following questions and add more if required

1. Abbreviation of CHAST
2. Name the three characters and the puppet
3. Name the CHAST facilitators
4. Name four F's and how they transmit diseases
5. What does open defecation spread?

6. Do you use your personal hygiene diary? What are six daily hygiene activities?
7. What are the actions to do before and after using the toilets
8. How many times should we brush our teeth per day?
9. List four good hygiene behaviors & why they are good
10. When to wash hands and why?
11. How many steps in hand washing & demonstrate them?
12. Sing happy birthday song and wash your hands
13. What does poop contain?
14. What is the impact of eating food with flies?
15. List solid and liquid waste generated at home and school & where to dispose them?
16. Name three diseases linked to bad hygiene practices
17. Sing and dance our hygiene song
18. Share your most interesting activity during CHAST
19. List good hygiene behaviors you adopted
20. List three bad and good hygiene behaviors

PUPPET ARYA TO CLASS,

Did you enjoyed the game?

Children Yes, Yes

Let us clap for the class

Clap clap clap

Clap clap

ACTIVITY 2 POST IMPLEMENTATION TEST



OBJECTIVE

- To measure knowledge on hygiene behavior improvement



TIMING

- 20 minutes



MATERIAL NEEDED

- Post CHAST assessment questionnaire – one per child - see **Annex**

ACTIVITY MANAGEMENT

Facilitator distributes the questionnaire and guides them to respond to each question. If there are any clarifications required - facilitator should clarify without providing the answers.

ACTIVITY 3 WHAT DID HYGIENE CHANGE FOR ME



OBJECTIVE

- To get feedback and inputs from children on CHAST
- To encourage children's creativity



TIMING

- 15 minutes



MATERIAL NEEDED

- Plain A4 sheets – one per child

ACTIVITY MANAGEMENT

- Facilitators distribute plain sheets to children and guide them to write their story with CHAST.
- Children write their learnings, changes of hygiene habits, how they influenced their family members, friends and peers on good hygiene practices and other interesting learnings.
- It is not an essay competition and children are guided to write about their personal experience from the days discussing about hygiene.

CONCLUSION BY ARYA,

Thanks for everyone writing about yourselves. Have you enjoyed our time together?

Can you tell me three important learning from CHAST training?

Facilitators list them in board

Can you also tell me three things that you may not like or needs to improvement?

Facilitators take notes.

Day ends with the song

STEP 7 TO GO FURTHER (OPTIONAL)

STEP	DAY	ACTIVITY	MATERIAL	TIME
To go further (optional)	Day 12	<u>Form</u> : Hygiene committee		25
		<u>Definition</u> : Indicators		20
	Day 13	<u>Training</u> : Hygiene committee		45
	Day 14	<u>Assessment</u> : Hygiene of the school	Camera, assessment form	45
	Day 15	<u>Report</u> : School hygiene situation		45

SUMMARY

- This is an optional step in CHAST.
- WASH managers and field staff decide to implement the step to understand & document changes in hygiene behaviors and WASH infrastructures in schools.
- This is observing visible changes in personal hygiene behaviors of children and overall improvement of hygiene condition of schools.

EXPECTED RESULTS

By the end of this step, the children will have an understanding of how to:

- Develop detailed monitoring plans including contents for monitoring, methods, timing and people responsible.
- Follow the monitoring process to ensure real change in daily hygiene practices among themselves and their friends in the school.

HYGIENE ASSESSMENTS:

- Hygiene assessments conducted as part of monitoring CHAST learning and measure results of CHAST adaptation. Periodic hygiene assessments provides opportunities to understand behavioral changes like improved personal hygiene practices, usage of toilets, hand washing, safe handling of drinking water and waste management.
- Hygiene assessments conducted in a participatory manner in which children develop indicators and rank them. These indicators verified during field visits – to toilets, hand washing stations and hygiene behaviors of children graded according to their indicators.
- Based on marks, each practices ranked and best school awarded as clean school.

HOW TO CONDUCT HYGIENE AUDIT:

- Formation of hygiene assessments committee & orienting them
- Participatory indicators development
- Implementing hygiene assessments in schools
- Documentation and reporting

DAY 12: HYGIENE ASSESMENT IN SCHOOLS

ACTIVITY 1 FORMATION OF HYGIENE COMITTE



OBJECTIVE

- To form hygiene assessment committee with different stakeholders like children, parents, teachers and educational department officials.



TIMING

- 25 minutes



MATERIAL NEEDED

- Charts or A4 sheets, markers & pens

PUPPET ARYA

Dear Friends, I hope, you enjoyed sessions on CHAST.

Children Yes

Can you share your good hygiene behaviors?

- Children - Hand washing with soap, usage of toilets, safe handling of drinking water, waste management...

Very Good,

Claps, Claps, Claps for class

Now we are learning interesting method of assessing CHAST

Can we do that?

Ok.

I need ten volunteers from class to be part of hygiene assessments committee

FORMATION HYGIENE ASSESSMENTS COMMITTEE

Who can be part of your committee?

- Children decide, any teacher from school, maintenance staff and CHAST teacher can be part of the assessments committee. Facilitator of their choice nominating from school.
- External influence reduced, if children participate and take decision for themselves instead by school authorities and CHAST teacher.

CHILDREN FROM HYGIENE ASSESSMENTS COMMITTEE DECIDE THE FOLLOWING,

- Members of hygiene assessments committee – teacher, maintancence staff, CHAST teacher & parents
- Leader of hygiene assessments committee – to be decided by children
- Documentation & reporting leader – to document and report to committee and school
- Duration of hygiene assessments weekly, fortnightly or monthly – based on convenient of children

- Locations for assessments like toilet, hand washing station, class rooms, waste disposal locations, playground, back yard of school
- Monitoring - hygiene adaptation among children like personal appearance, clean outfits, hand washing practices, toilet usage, waste disposal & absenteeism due to waterborne diseases
- Gaps identification and ways of improvement
- Report sharing to school management & teachers
- Above steps decided & documented by children with support and guidance from teachers.

PUPPET ARYA TO THE COMMITTEE

Dear Friends, thanks for participating in the process

We will meet in next class

Bye bye

ACTIVITY 2 DEFINITION OF INDICATORS



OBJECTIVE

- To develop participatory indicators for monitoring hygiene behaviors and cleanliness of schools



TIMING

- 20 minutes



MATERIAL NEEDED

- Charts or A4 sheets, markers & pens

PUPPET ARYA

Dear Friends,

We, as a group identify key positive behaviors from CHAST & list them.

We are going to discuss new good hygiene behaviors and rank them.

Can we do that?

ACTIVITY MANAGEMENT

The facilitator explains that the hygiene committee will monitor the progress of the school month by month in 3 different categories: Water, sanitation and hygiene.

The facilitator asks *how can we know that the school has good **sanitation**?* The committee will throw ideas and the facilitator will note them on the board. Potential ideas can be:

- Students use the toilets in schools
- The toilets are clean
- The classes are clean with no litter
- The yard is clean with no litter

The facilitator asks *how can we know that the school has good **hygiene**?* Ideas can be:

- Students wash their hands before having food
- Students wash their hands with water and soap after using the toilets
- Student's nails are cut and clean
- Soap is available in the hand washing stations
- A bin available in the toilet
- The bins in the toilets is frequently emptied
- Toilet doors have locks

The facilitator asks *how can we know that the school has good **water** situation?* Ideas can be:

- Drinking water is available for students
- Hand washing stations have water
- There no leak on the taps
- The quality of water is good
- Tanks have a closed lid

The facilitator draws the table below on a paper or chart:

Indicator	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Sanitation						
Hygiene						
Water						

The committee selects 2 or 3 indicators for each category (Sanitation, Hygiene, Water) that they judge the most important and a volunteer reports them on the chart.

The facilitator then explains that for each indicator, every month, the committee will note the situation from 1 to 5.

- 1: very bad,
- 2: bad
- 3, average
- 4, good
- 5, excellent

The committee will then be able to track the progress of the school, identify weaknesses and successes.

When the table is completed, the facilitator gives leaves it with the committee and agrees to meet on another day so that the committee decides how, when and by whom the assessments are performed.

Example after 4 months:

Indicator	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6
Sanitation						
Students use the toilets in schools	5	5	5	5		
The toilets are clean	1	1	1	4		
The classes are clean with no litter	4	4	5	5		
The yard is clean with no litter	4	4	4	5		
Hygiene						
Students wash their hands before having food	3	3	4	4		
Students wash their hands with water and soap after using the toilets	5	5	5	5		
Student's nails are cut and clean	5	5	5	5		
Soap is available in the hand washing stations	1	3	4	5		
A bin available in the toilet	1	1	5	5		
The bins in the toilets is frequently emptied	-	-	4	4		
Toilet doors have locks	5	5	5	5		
Water						
Drinking water is available for students	3	3	3	3		
Hand washing stations have water	2	2	3	3		

DAY 13: HYGIENE ASSESSMENTS COMMITTEE TRAINING



OBJECTIVE

- Determine when hygiene assessments are conducted
- Determine who participates in the assessments
- Determine who reports
- Determine who is documenting the findings



TIMING

- 45 minutes



MATERIAL NEEDED

- Charts or A4 sheets, markers & pens
- Indicators chart (elaborated on day 12)

ACTIVITY MANAGEMENT

- Facilitator train children of hygiene assessments committee on their roles and responsibilities.
- Using the indicator table developed during the previous session, the facilitators will aim that the committee takes the responsibility to update the table
- Facilitator make sure training on hygiene assessments are conducted in participatory manner and children should take the lead in the discussions.
- The committee should determine **WHEN** they will perform the school hygiene assessments (can be weekly, fortnightly, monthly)
- **WHO** will perform the assessments and each one's roles:
- **To take pictures**
- **To update the indicators' table**
- **To report** to the other children
- **To report to the teachers, parents and administration**
- Assessment frequency and roles and responsibilities should be **written down** and **signed by all the committee members**.

PUPPET ARYA TO THE TEN VOLUNTEERS,

Are you ready to do the hygiene assessments in our school?

Let's all sing the song

Happy, Happy, Happy

Healthy, healthy, healthy

DAY 14: IMPLEMENTING HYGIENE ASSESSMENTS



OBJECTIVE

- To implement hygiene assessment in schools and document the changes



TIMING

- 45 minutes



MATERIAL NEEDED

- Indicators table, camera, Charts or A4 sheets, markers & pens

PUPPET ARYA

Dear friends, now we are going to assessments our own hygiene behavior.

Are you ready?

Can we discuss the do and don'ts of Hygiene audit?

Do's

1. *Verify before awarding marks*
2. *Observe and verify toilets, hand washing station, class rooms, dining location, waste disposal spots*
3. *Verify and observe as group*
4. *Make sure you document at the same place*
5. *Take photos*
6. *Discuss among other members before awarding points or marks*

DON'TS

1. *Never enter a toilet when someone is inside*
2. *There is nothing right or wrong and bad hygiene behaviors can be fine tuned*
3. *Don't make personal comments*

PUPPET ARYA,

Ok, let us start hygiene assessments

IMPLEMENTATION OF HYGIENE ASSESSMENTS

- Facilitator guides the group to visit school toilets, drinking water station, hand washing post, waste disposal spots, class rooms, playground and also observe hand washing practices and other personal hygiene behaviors of children.
- Its expected children those undergone CHAST to adapt safe sanitation and hygiene behaviors, observing their personal hygiene practices recommended.
- Hand washing after visiting toilets observed and graded based on behaviors of children.
- Hygiene assessments committee sit near toilets, hand washing post and drinking water practices to observe good and bad hygiene behaviors of trained children.
- Based on observation, the marks awarded for each indicators.

DAY 15: DOCUMENTATION AND REPORTING ON HYGIENE ASSESSMENTS



OBJECTIVE

- The committee presents the hygiene assessment findings to the class



TIMING

- 45 minutes



MATERIAL NEEDED

- Completed assessment sheets with Indicators, Charts or A4 sheets, markers & pens

DOCUMENTATION AND REPORTING:

- After field visit – hygiene assessments committee meets in class and discuss findings.
- Each indicator is discussed among group and children make the majority of decisions.
- CHAST facilitator, parents and schoolteachers play an encouraging role to support children to make decisions and award marks against each indicators.
- Each indicators discussed with committee and members share their views and opinions based on their observations.
- Photos submitted as proof against each indicators.
- Based on the reports - adjustments can be made in infrastructure and hygiene education among children
- Local Department of Education can take lead role in implementing CHAST to improve hygiene behaviors of children
- This assessment and reporting should be repeated by the committee on the frequency they agreed up during session 13

GOING FURTHER

- Reusing the indicators table and the pictures the facilitator can compare the schools and create emulation among schools
- Administration of the schools can be informed of each other's challenges and progress
- A challenge among schools can be organized
- A meeting between teachers involved in CHAST can be organized so that they share their experience and suggestions
- A meeting between different school hygiene committees can be organized to create emulation



ANNEXES

ANNEXES

Annex 1

PRE AND POST IMPLEMENTATION TEST

المدرسة الصف التاريخ			
1- متى تكون أهم الأوقات لغسل يديك؟			
بعد استخدام التواليت و قبل الطعام	بعد الأكل	قبل و بعد اللعب	بعد الاستيقاظ في الصباح
2- كم مرة تقوم بتنظيف أسنانك يومياً؟			
لا أعرف	مرة 2	مرة 1	أبداً
3- تنظيف المراحيض هو من واجب الفتيات فقط			
لا أعرف	لا أعرف	لا	نعم
4- غسل اليدين في الصباح هو كافي لحماية الجراثيم ليوم كامل؟			
لا أعرف	لا أعرف	نعم	لا
5- ماذا تحتاج لغسل اليدين بشكل صحيح؟			
لا أعرف	المناديل	مياه الساخنة	ماء و صابون
6- الذباب ينقل الأمراض إلى الأطفال فقط ، وليس للبالغين			
لا أعرف	لا أعرف	خطأ	صحيح
7- ما هو المرض الناجم عن ممارسات المياه والصرف الصحي والنظافة السيئة؟			
السعال	الاسهال	الصداع	التعب
8- ما هي المياه الصالحة للشرب؟			
ماء مغلي	ماء النهر	ماء شفاف	أي ماء
9- التلوث في الأماكن المفتوحة ينشر الجراثيم والأمراض			
لا أعرف	خطأ	صحيح	
10- وجود أظافر طويلة هو:			
أسهل في إخراج المخاط الخاص بك	عملي للخدش	غير صحي	جميل

Arabic

قوتابخانه پۆل میژوو			
1- کەنگی گرتنترین دەمه کو پێتقیه دەستین خو بشوی؟			
پشتی ب کارنێنا تەوالێتی و بەری خوارن	پشتی خوارن	بەری و پشتی یاریا	پشتی ژ خەم رادیی
2- روژی چەند جار ددانیت خو دشوی؟			
نەز نزانم	دوو جار	جارەکی	چ جار نا شوم
3- پاقژ کرنا تەوالێتی کارێ کچکا ب تێ یه؟			
نەز نزانم	نەز نزانم	نەمخیز	بەلێ
4- شیشتنا دەستا ل دەمی سپید ب تێ، بەسە بو پاراستنا مروقی ژ میکروبا؟			
نەز نزانم	نەز نزانم	بەلێ	نەمخیز
5- پێتقی ب چ هەیه بو شیشتنا دەستا ب شێوەکی دروست؟			
نەز نزانم	دەستمال	نافا گەرم	ناف و سابین
6- پێش و مێشک نەخوشیا بەس د قەگۆهیزنە زاروکا و نا قەگۆهیزنە مەزنا			
نەز نزانم	نەز نزانم	خەلمتە	دروستە
7- چ نەخوشی دێ نێتە مروقی نەگەر ب دروستی خو پاقژ و بژین نەکەت؟			
کوخک	زک چون	سەرئێش	واستیان
8- کیش ناف یا پاقژە ژبو قەخوارن؟			
نافا کەلاندی	نافا رویباری	نافا زەلال	هەمی ناف
9- چونا دەست نافێ ژ دەرفەئ تەوالێتی میکروب و نەخوشیا بەلاف دکەت؟			
نەز نزانم	نەز نزانم	خەلمتە	دروستە
10- هەبونا نینوکیڤ دریز رامانا وئ چەندێ ددەت کو :			
کلمیشی خو پێ پاقژ کەئ	بو خوراندنی	نە پاقژ	جوانی

Badani

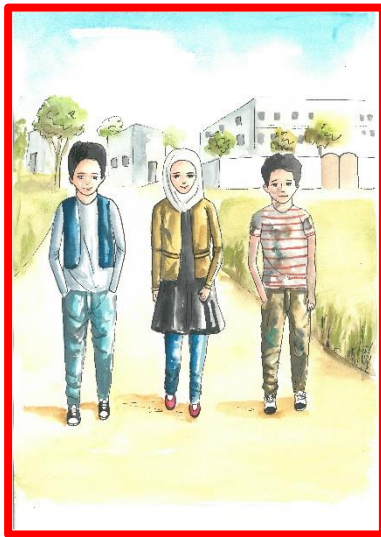
قوتابخانه پۆل میژوو			
1- کە ی گرتنگترین کاتە کە دەبی دەستەکاتمان بشوین؟			
پاش بەکار هێنانی تەوالێت و پێش نان خواردن	پاش نان خواردن	پێش و پاش باریکردن	پاش لە خەر هەلسان
2- لە روژیکدا چەند جار ددانەت خاوین دەکە (دەشوی)؟			
نازانم	دوو جار	جاریک	هەنج جار
3- پاک کردنەوی تەوالێت تەنیا کاری کچەکاتە؟			
	نازانم	نەخێر	بەڵێ
4- شۆشتنی دەست لەکاتی بەیانی ، بەسە بو پاراستنی مروڤ ل میکروبیات؟			
	نازانم	بەڵێ	نەخێر
5- بویستی بە چ هەیه تا وەکو دەست شۆشتن بە شێوەکی دروست بکەیت؟			
نازانم	دەستمال	ئاوی گەرم	ئاو و سابون
6- پێشک و مێشولە نەخۆشی تەنیا دەگوازرێتەوه بو مئالان و نا گوازریت بو مەزنان			
	نازانم	هەڵەیه	تەواوه
7- چ نەخۆشێک دێتە مروڤ نەگەر بە دروستی خوت پاک خاوین نەکەیت؟			
کوخکە	زک چون	سەرئێش	تەمبەلی
8- کام ناو خاوینە لە فەخواردن؟			
ئاوی کولانەوه	ئاوی روبار	ئاوی زەلال	هەمو ئاویک
9- چونی دەست ناو لە دەرەوهی تەوالێت میکروب و ناخۆشی بەلاو دەکات؟			
	نازانم	هەڵەیه	تەواوه
10- هەبونی نینوکی درێژ رامانەکە ی نەوهیه کە :			
کەمبەشکە پێی دەرەهێنی	لە بو خوراندن	نا خاوینە	جوانه

Sorani

School: _____ Class: _____ Date: _____			
1 When are the most important times to wash your hands?			
<input type="checkbox"/> After getting up in the morning	<input type="checkbox"/> Before and after playing	<input type="checkbox"/> After eating	<input type="checkbox"/> After using the toilets and before eating
2 How many times do you brush your teeth daily?			
<input type="checkbox"/> Never	<input type="checkbox"/> 1 time	<input type="checkbox"/> 2 times	<input type="checkbox"/> I don't know
3 Its only duty of girls to clean the toilets			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know	
4 Handwashing in the morning sufficient to protect germs for whole day?			
<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> I don't know	
5 What do you need to wash hands properly?			
<input type="checkbox"/> Water and soap	<input type="checkbox"/> Hot water	<input type="checkbox"/> Napkins	<input type="checkbox"/> I don't know
6 Flies transmit diseases only to children, not to adults			
<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> I don't know	
7 Which disease is caused by poor water, sanitation & hygiene practices?			
<input type="checkbox"/> Tiredness	<input type="checkbox"/> Headache	<input type="checkbox"/> Diarrhoea	<input type="checkbox"/> Coughing
8 What water is safe to drink?			
<input type="checkbox"/> Any water	<input type="checkbox"/> Transparent water	<input type="checkbox"/> River water	<input type="checkbox"/> Boiled water
9 Open defecation spread germs and diseases			
<input type="checkbox"/> True	<input type="checkbox"/> False	<input type="checkbox"/> I don't know	
10 Having long nails is:			
<input type="checkbox"/> Beautiful	<input type="checkbox"/> Unhygienic	<input type="checkbox"/> Practical for scratching	<input type="checkbox"/> Easier to take your mucus out

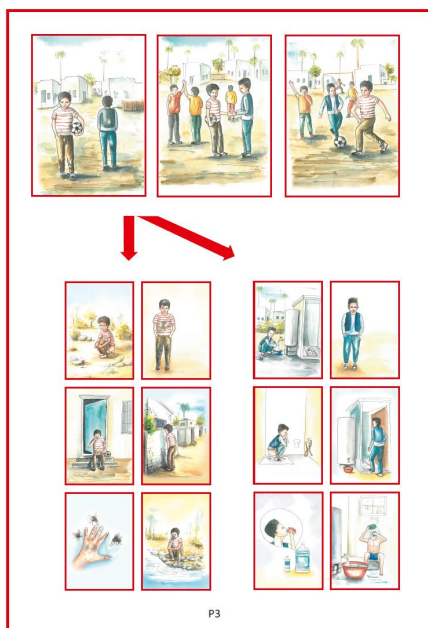
English

Annex 2 POSTERS



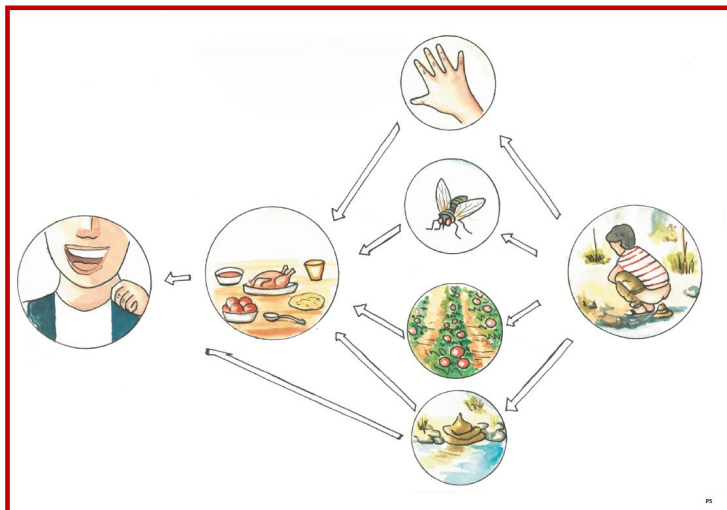
POSTER 1- AKRAM, JALAL AND SARA

POSTER 2 : GERMS AND LADDER



POSTER 3 AND 4 - AKRAM AND JALAL PLAYING FOOTBALL

POSTER 5 – F DIAGRAM



POSTER 6 - PERSONAL HYGIENE DIARY

Children Hygiene and Sanitation Training – CHAST Iraq

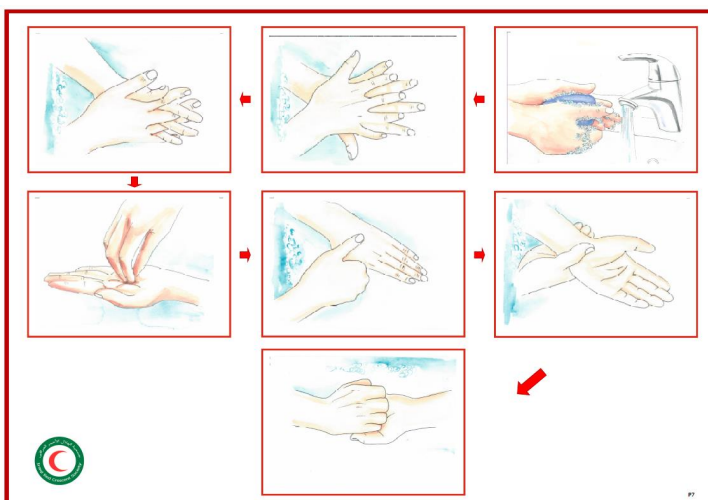
Daily Hygiene Diary

CHAST teacher distribute daily hygiene diary to children and guide them to adopt key personal hygiene practices. End of each day children should "✓" mark on the completed activities and "X" mark on uncompleted activities. Children adopt this diary at least for two months and follow them as way of life.

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Final
Brushing teeth twice daily																																
Washing face in the morning																																
Washing hands with soap after using toilet																																
Washing hands with soap before eating																																
Use toilet every day																																
Use waste bin to throw waste																																















Logo: CHAST Iraq

POSTER 7 – SEVEN STEPS OF HAND WASHING



Annex 3

KIT CONTENT

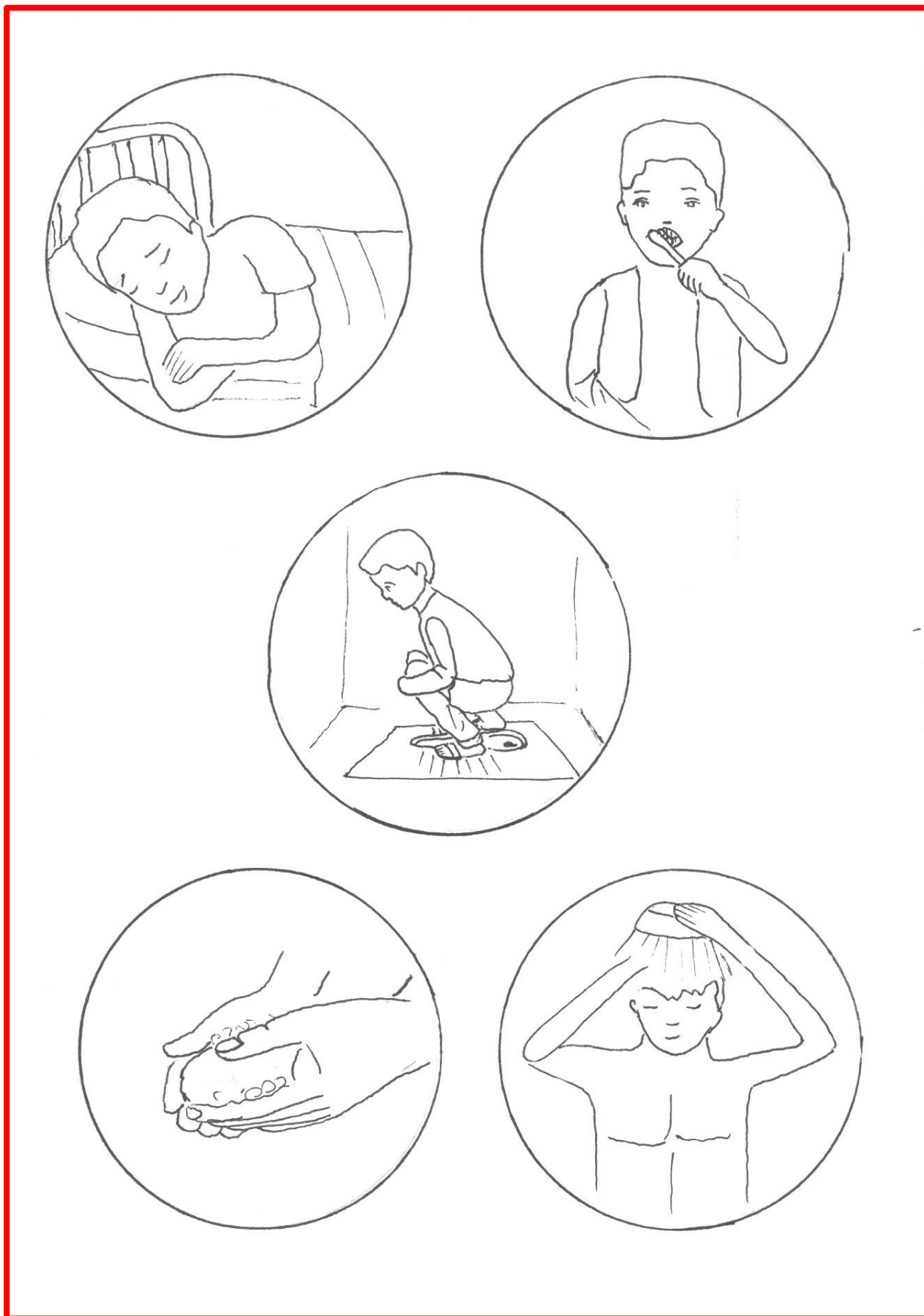
CHAST kit content					
S.N	Item Description	Quantity	Units	Pictures	
1	25 l back pack (type laptop) with printed IRCS logo and text "تدريب الأطفال على النظافة والصرف الصحي - العراق"	1	Piece		
2	Cylindrical bag for posters, length 110 cm IRCS logo and text "تدريب الأطفال على النظافة والصرف الصحي - العراق"	1	Piece		
3	Laminated color cards , A5 format, printed on one side	312	Piece		
4	Plastic folders A5 (with color sticker)	18	Piece		
5	Germs and ladders game printed in flex sheet 1m x 1m	2	Piece		
6	Color posters on flex sheet - format A1 with hanging metal eyelets	8	Piece		
7	Dice	2	Piece		
8	Pawns for the game	8	Piece		
9	Hand puppet , orange color	1	puppet		
10	Glitter	1	Bottle		
11	Wax crayons for colouring, minimum 12 crayons per box	10	boxes		
12	Manual - Colour, 80 gr./m2 GLOSSY paper, 100 pages, plastified soft cover/back, colour printed cover	2	Piece		

Box	Name	Cards / box	Box / kit	Total cards
1	Daily hygiene routine	10	1	10
2	Good and bad hygiene behaviors	26	1	26
3	Opposite hygiene behaviors	24	2	48
4	Transmission and barrier squads	20	1	20
5	Safe handling of drinking water	12	4	48
6	Food hygiene	14	4	56
7	My school, clean school	10	1	10
8	Operational plans	4	1	4
9	Memory game	30	3	90
Total			18	312

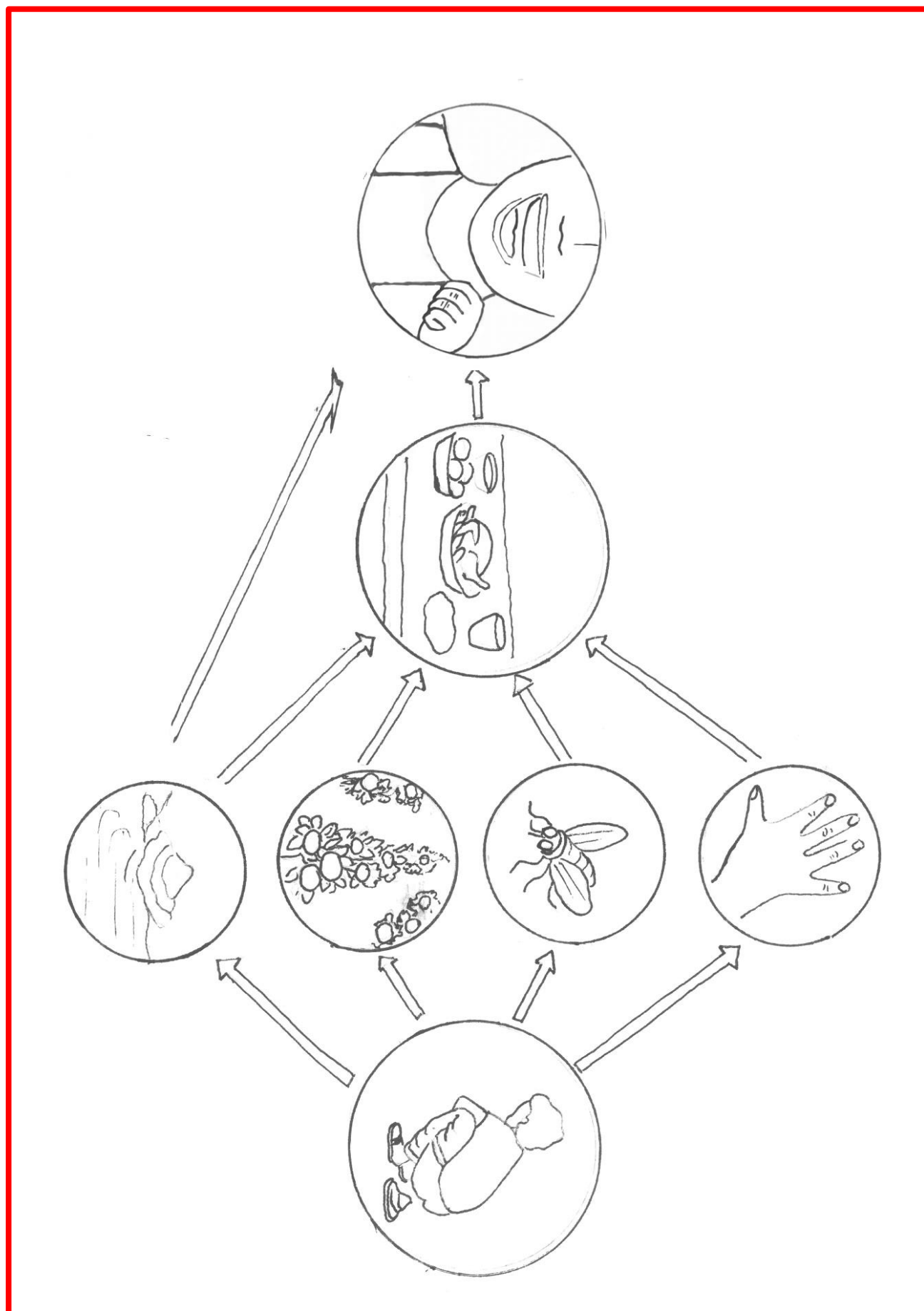
Poster	Name	Poster / kit
1	Making friends	1
2	Germs and ladders	0
3	Akram and Jalal playing football - 1	2
4	Akram and Jalal playing football - 2	2
5	F-diagram	1
6	Personnal hygiene diary	1
7	7 steps of handwashing	1
Total		8

ANNEX 3 – COLORING SHEETS

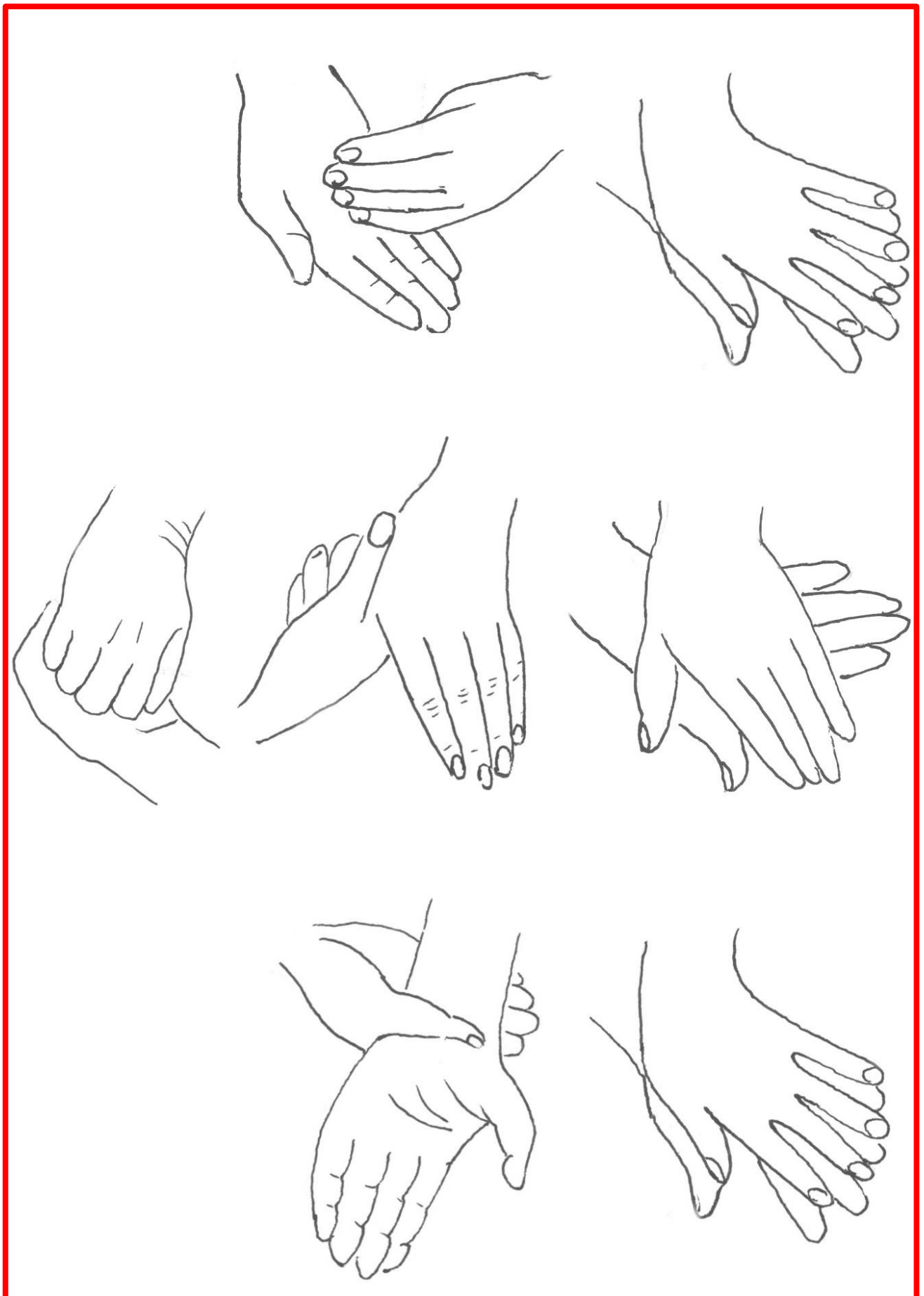
Coloring Sheet 1: Daily hygiene activities



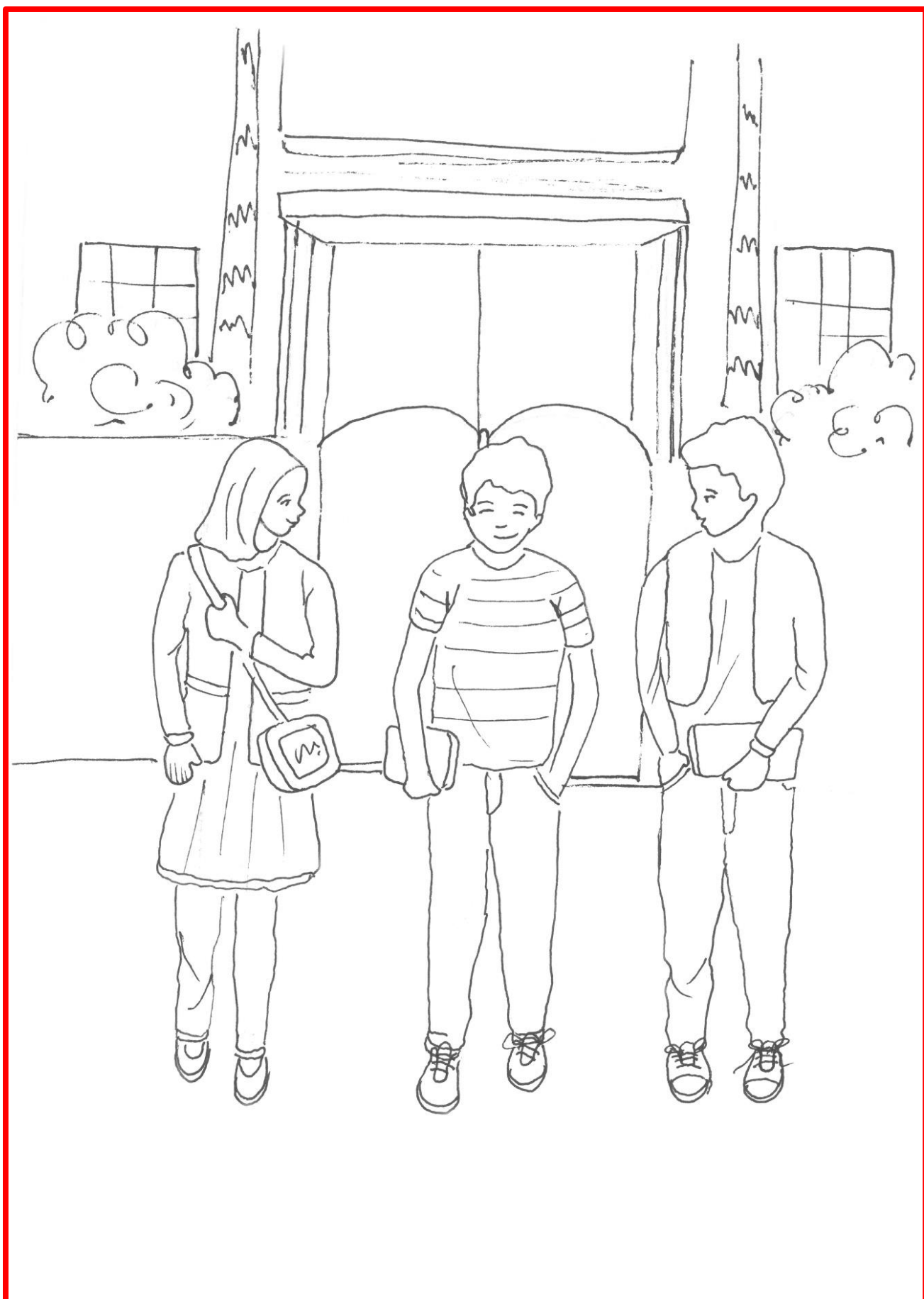
Coloring sheet 2: F Diagram




Coloring sheet 3: Seven steps of hand washing




Coloring sheet 4: My school proud school

















Children Hygiene and Sanitation Training – CHAST Iraq

Daily Hygiene Diary



croix-rouge française

CHAST teacher distribute daily hygiene diary to children and guide them to adopt key personal hygiene practices. End of each day children should ✓ mark on the completed activities and ✗ mark on uncompleted activities. Children adopt this diary at least for two months and follow them as way of life

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total	
 Brushing teeth twice daily																																	
 Washing face in the morning																																	
 Washing hands with soap after using toilet																																	
 Washing hands with soap before eating																																	
 Use toilet every day																																	
 Use waste bin to throw waste																																	
Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total	
 Brushing teeth twice daily																																	
 Washing face in the morning																																	
 Washing hands with soap after using toilet																																	
 Washing hands with soap before eating																																	
 Use toilet every day																																	
 Use waste bin to throw waste																																	

