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CHILDREN HYGIENE AND SANITATION TRAINING (CHAST)

TEACHER'S MANUAL ADAPTED FOR SOLOMON ISLANDS

DECEMBER 2016

DISCLAIMER

This Teacher's Manual is a part of the Solomon Islands Red Cross CHAST kit. Both were produced by the French Red Cross (FRC) and the Solomon Island Red Cross (SIRC), with the support of USAID.

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The SIRC and FRC also acknowledge the inputs of our Solomon Islands WASH sector partners, who attended the CHAST Training of Trainers and whose contributions and comments have been incorporated into this Manual.

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FOREWORD

The French Red Cross and the Solomon Islands Red Cross Society have worked hand in hand since 2007, empowering Solomon Islands communities to maintain and use safe water sources and environmental sanitation, and to practice healthy hygiene behaviours.

This Children Hygiene and Sanitation Training (CHAST) Kit has been developed under the "Supporting Community Planning (SCP3)" project, jointly implemented by FRC and SIRC to reduce vulnerabilities of communities exposed to natural disasters by implementing Disaster Risk Resilience (DDR) and Water, Sanitation and Hygiene Promotion (WASH) mitigation measures.

Improvement in the knowledge and practices of protective hygiene behaviours among children is a key component of all basic health and water and sanitation programs. The reasons for this focus on children is that evidence shows that most lifelong personal hygiene practices are acquired during childhood, meaning that it is much easier to change the behaviours of children than those of adults. As such, a key measure of the SCP3 project has been to develop a participatory hygiene promotion approach targeting children.

With this aim, SIRC and FRC, through the financial support of USAID, have adapted the globally recognised Children Hygiene and Sanitation Training (CHAST) methodology, as a part of the Participatory Hygiene and Sanitation Transformation (PHAST) approach, to the Solomon Islands' context. This Teacher's Manual, a key component of the CHAST kit, 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 behaviours, not only for children, but for whole communities. We welcome any comments and feedback for improvements in future updates of this publication.

Donald Tahani,

President of the **Solomon Islands Red Cross Society**

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INTRODUCTION TO THE CHAST METHODOLOGY

1 INTRODUCTION

1.1 WHAT IS CHAST?

One of the most important strategies a WASH program should consider to transform behaviours, is the active targeting of and promotion among children of knowledge of good hygiene practices to prevent 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. Because children can easily communicate and share the knowledge acquired with their peers and do not hesitate to express their ideas about unhygienic behaviour by their family and other community members, when equipped with the right knowledge and practices, they can become highly effective agents of change throughout the community.

The Children Hygiene and Sanitation Training (CHAST) is a hygiene promotion methodology aiming to promote good practices among school-age children. Initially developed by CARITAS in 2002 for rural schools and communities in Somalia, it has since been adapted to several other contexts.

CHAST incorporates in its methodology the concept of the “Child to Child” approach, which encourages active interaction and impacts among children of the same age group through their exchange of the knowledge they acquire and expression of opinions, and through instruction to other children through example setting and behaviour modelling.

CHAST is based on the well-established “Participatory Hygiene And Sanitation Transformation” (PHAST) approach, which aims to target adults to promote good hygiene practices in communities through participatory techniques. It is based on the theory of step-by-step behavioural change by helping communities become aware of routes for transmission of diseases by analysing their own hygiene behaviours and make their own plan on how to prevent disease transmission.

CHAST also pays special attention to participatory approaches, but targeted specifically at children. CHAST uses a variety of exercises and educational games to teach children and youth about the direct links between bad hygiene practices and diarrhoea. Through these exercises, children are encouraged to work in small groups before presenting their ideas to the whole class. Puppets, games, role-plays, colouring etc. 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 learning skills and respect for each other.

Teachers who lead CHAST activities act as facilitators whose job is to inspire children and support children to participate and lead, rather having teachers acting as direct instructors as in traditional teaching methods.

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 IEC materials needed for each lesson. When relevant and necessary, activities are divided into two streams appropriate for primary or secondary school pupils.

This CHAST Kit for hygiene and sanitation promotion with children's participation, is based on the original CHAST approach as well as experiences gained through implementation by the FRC, of both PHAST and CHAST, in countries such as Vietnam. The approach is adapted to include recommendations from SIRC and FRC based on WASH experiences and specific contextual needs identified in the Solomon Islands.

This Teacher's Manual is a part of the CHAST Kit developed by FRC/SIRC, which includes:

- 8 posters, numbered **[P1]** to **[P8]**, see **Annex 4**, page 87
- 271 coloured cards, grouped into 7 sets, numbered **[S1]** to **[S7]**. Note that some sets are duplicated so that during activities, there are enough cards for all pupils. See the details of the sets in **Annex 5**, page 88
- 1 puppet named "Ziggy"
- 4 packs of coloured wax crayons
- 2 dice
- 1 bag, containing this Teacher's Manual, the puppet, the cards, the dice
- 1 bag containing the posters

Cards and posters have been designed by a local artist and aim to reflect Solomon Islands' experiences and characters.

The objective of the material is to provide primary and secondary school teachers an approach and an educational tool for step-by-step use in building habits and changing pupils' individual hygiene behaviours, which can impact on the hygiene behaviours of the whole community in relation to water supply and environmental sanitation.

In order to increase the effectiveness of programs for improvement of water supply and environmental sanitation and hygiene in communities, it is advisable to practice CHAST together with PHAST, in order to strengthen mutual programme impacts to change behaviours across all community target groups.

1.3 **STRUCTURE OF THE MATERIAL**

The CHAST methodology is based on **6 steps**, each of which includes activities designed to deliver the key messages of each session, as well as guidance in terms of hand-outs and materials required.

STEP 1: INTRODUCTION

This step helps pupils get familiar with the participatory method and tools such as Ziggy the puppet, colouring pictures, songs, etc. Children are also given opportunities to express stories about their daily life through pictures. To make it more appropriate for children story-telling can be linked to the colouring and drawing activity.

STEP 2: PROBLEM IDENTIFICATION

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

STEP 3: PROBLEM ANALYSIS

This helps pupils remember good habits and bad habits and outcomes through repetition of causes of some common diseases that children often suffer, and through the analysis of a story where the main characters get sick (or not) according to their actions and behaviours. Pupil's capacity for problem identification will also be improved, as they have to link their knowledge of how diseases are transmitted to methods of prevention through good hygiene behaviours.

STEP 4: PRACTICING GOOD HYGIENE BEHAVIOURS

This step instructs children about how to practice good hygiene behaviours that have been identified as important, through personal practice or practice in small groups. The main method applied at this step is role-play, together with some practical activities.

STEP 5: PLANNING AND IMPLEMENTATION

This step helps pupils identify what is good hygiene behaviour and what is bad hygiene behaviour on their own. Creating an exciting environment in the class when children are classifying good and bad behaviours helps make them more committed when planning and implementing good hygiene behaviours they have identified in future.

STEP 6: MONITORING

Forming good hygiene behaviours habits often takes place gradually and not easily, thus, it is advisable to monitor children closely to support them to change their habits. In order to measure the changes accurately, it is necessary to understand the existing hygiene and sanitation situation and behaviours and habits of your pupils before the project begins. The two most important indicators of CHAST are washing hands properly with soap (or ashes or sand if soap is not available) and using hygienic toilets. These indicators are relatively easy to collect data on and check, and are not too expensive or time-consuming.

1.4 STRUCTURE OF A SESSION

The contents of each session are designed in the following sequence:



OBJECTIVE

This is very important as it includes the focus of the session, as well as advice to support the quality of teaching. The objective of the lesson includes requirements in terms of knowledge and skills development for pupils which can be helpful to check how successfully the session has been conducted, and if some aspects need to be repeated.



TIMING

This indicates the amount of time an activity may take. However, teachers should plan to be flexible with time allocated to make sure there is enough time to complete the lesson plan in full. The timing given in this material is a suggestion only. Depending on how slow or fast the lesson is being understood by children, teachers can decide to lengthen or shorten the discussions, as long as the objective is achieved.



MATERIALS NEEDED

This helps teachers avoid missing out important tools when they are preparing for and delivering lessons. Details on how to prepare these tools are explained in the next section.

IMPLEMENTATION

The Manual gives general advice on how to deliver sessions, and teachers are encouraged to use local language/dialects to deliver an activity to make sure the materials are fully understood by the children. The materials also provide various methods and tools for children from Primary school and Secondary school, assuming that activities for younger children need to be simpler and will require less analytical skills. However, teachers are encouraged to decide the best methods based on their knowledge of the capacity of their pupils.

CONCLUSION BY ZIGGY

The key message of each lesson needs to be repeated many times throughout each session, but particularly in the conclusion. This message needs to be short, clear and focused on repeating the activities that the children completed. To make the key messages easier for children to remember and to keep it entertaining, teachers are advised to use Ziggy to repeat the message and/or write the key message with the children on the board.



NOTE TO TEACHER

This section gives advice and ideas to the teacher about how to make sure the session is successfully completed.

1.5 INSTRUCTIONS TO TEACHERS

1.5.1 Preparation of tools

Lessons used in the CHAST approach involve games and tools to build enthusiasm, make sure sessions are entertaining and memorable, and to encourage children to discover themselves different elements of hygiene behaviours that children are practicing or that are common in their own communities.

Main tools include:

ZIGGY THE PUPPET

The puppet is used to make sure lessons about clean water, environmental sanitation and individual hygiene practices – which are often considered boring and difficult to deliver – become more lively and interesting. The use of the puppets



has been shown to encourage full participation of all children, especially the more shy children in the group, in activities. In this manual only one puppet, Ziggy, is used to lead the stories and repeat messages. However, teachers are welcome to create other characters to make their stories more appealing.

Puppets can be made out of socks or cloth or sponge, and used as hand puppets, attached to sticks, or simple held style.

Ziggy should be used as a character in every session, even when it's not specifically mentioned in the list "materials needed".

THE THREE CHARACTERS: ALDON, AGATHA AND DAVID

David, Agatha and Aldon (pictured on the right) are characters designed to represent typical children from the Solomon Islands, so that pupils in the schools can identify with them. They play a specific role during all of the sessions as the main characters in almost all of the cards, posters and scenarios. David and Agatha are always represented as practicing good hygiene behaviours, while Aldon represents the boy who doesn't yet understand the importance of practicing hand-washing with soap, using latrines etc. It is very important not to stigmatize "Aldon" as a "negative" character or the "naughty" one, because most likely a large number of children in the group will identify themselves with him. Aldon is like most children as they start the CHAST process and get to know some basic concepts of sanitation and hygiene for the first time. Teachers should make sure to keep Aldon's story of learning new information and behaviours very positive.



COLOURED PICTURES AND CARDS

There are 20 sets of coloured picture cards designed to suit the objectives and content of each activity. The pictures are various sizes and have eye-catching images and colours. Coloured pictures are laminated to make them more solid and long-lasting.

These pictures are used mainly for group discussions in order to improve pupils' participation. Coloured pictures are very useful in creating a friendly beginning to the session, encouraging pupils to compare and analyse good and bad hygiene behaviours, and helping them develop skills in presentation of individual and environmental hygiene and sanitation.

DRAWINGS TO COLOUR-IN

In order to prepare for the colouring exercise, the teacher should select the matching black-and-white pictures for the activity, available in the **Annex 6**, page 92 and make photocopies. Pupils can use coloured crayons to colour the pictures.

This is an activity that children enjoy. They can bring it home to explain and put it on the wall for other family members to see. The pictures aim to reinforce an important message through a fun activity.

POSTERS

7 posters and 1 poster-game, “Germs & Ladders”, are included in the Kit and are used to show complex concepts like the “F-Diagram” or “step-by-step” procedures (i.e. handwashing steps, toilet cleaning steps etc.) Another poster series shows the story of bad and good hygiene behaviours, where the main characters are playing football and then going home practicing (or not) handwashing with soap, and other good hygiene habits.

SONGS

SIRC volunteers have already composed a handwashing song based on a popular song 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 the tunes they like the most.

PRACTICAL EXERCISES

Practical exercises are carried out for handwashing and toilet cleaning and maintenance activities.

1.5.2 Building presentation skills for children

During activities pupils take part in the review and presentation of the key messages and lessons learnt. In order to help children build their presentation skills, the teacher should instruct children to follow the three steps below (also known as “3 Ts” in the original CHAST methodology, turn/touch/talk):

- **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 off with an opening sentence.

Presenting in front of the class is not an easy task. 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 teacher will repeat steps for giving presentations to the next group. The teacher should not push pupils – 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 teacher 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.

Like any other play, role-plays need to have a complete plot and script.

Suggested scripts have been provided in this Manual, however, style and content can be decided by the teacher and pupils themselves. The teacher directs and instructs the 'actors/actresses' 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 main characters to practice their acting beforehand. Don't 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 teacher should start the discussions by asking the children for some observations about what happened during the role-play. The teacher 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.

This exercise can be used to increase children's interaction with the session content, to recap on the key messages and conclusion, and to make commitments to practice the good hygiene behaviours covered.

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 pupils 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 eg. 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 good facilitators

When possible, CHAST should be implemented by a team of facilitators. The minimum number of facilitators recommended for CHAST is 2. It is advised that facilitators change over often 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 behaviours and to participate in fun exercises and discussions on good and bad hygiene.

Teachers need to be flexible and ready to adapt themselves and the tools they are using in order to make this process fun and successful. Teachers should be able to “switch” from the top down teaching style to the participatory approach. This change means not just giving information to pupils, but instead supporting children to analyse their situation and behaviours around hygiene practices together, and to build their confidence to make decisions about changes to behaviours for themselves, based on their new awareness.

Facilitators should always keep in mind that:

- Facilitating is about **inspiring** pupils 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 Ziggy can encourage shy children to join in.
- Facilitators should only assist the children directly if they are experiencing obvious difficulties, ie. if a small child is having difficulty reaching up to the pin-board. But encouraging the children to help and support each other is also recommended.

Also:

- 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 behaviours (eg. hand washing with soap before eating etc.);

1.5.6 Organization of sessions

CHAST facilitators should first contact the local representatives & school teachers to agree on the venues, dates and times of each CHAST session. If the CHAST

program is not run by the teachers, 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 behaviours (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, ie. 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.

Also, after each session, the facilitator should fill in a report (eg. 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

In the Solomon Islands education system health and hygiene promotion are already included in some subjects. CHAST concepts can be used to reinforce existing messages as follows:

- Health promotion teachers can discuss the relationship between hygiene behaviours and diseases.
- Mathematics teachers can teach statistics using 'research' among students in relation to the performance of hygiene practices or the prevalence of diseases (eg. what percentage of the total number of days of school are missed on average by pupils in the school because of illness).
- Science teachers can discuss environmental pollution and the consequences for groundwater quality.
- Art teachers can stimulate students to develop visual material for passing on hygiene messages.
- In technical vocational training schools, students can be involved in the design and construction of sanitation and hygiene facilities including toilets and handwashing facilities.



SEQUENCE OF
IMPLEMENTATION

STEPS 1 TO 6

2 SEQUENCE OF IMPLEMENTATION

STEP	SESSION	ACTIVITY	MATERIALS
1. Introduction	1. Introduction of the Children Hygiene and Sanitation Training	Making friends	Posters Card sets Coloured crayons and black and white photocopies Hand washing song
		Narrating daily routines	
		Learn to sing	
2. Problems identification	2. Good and bad hygiene behaviours	Classify good/bad hygiene behaviours	Card sets
		Play germs & ladders	Germs & ladders
3. Problems analysis	3. Changing hygiene behaviours	Identify opposite hygiene behaviours	Card sets
	4. Transmission of diseases	Story: Alex and David playing football	Posters Card sets
	5. Methods to prevent diseases' transmission	Blocking the routes of germs	Posters Card sets
4. Practising good hygiene behaviours	6. Washing hands with soap and clean water	Learning how and why to properly wash hands	Poster Soap and clean water Screenplay
	7. Keeping food hygienic	Story-telling on food hygiene	Card sets Screenplay
	8. Using hygienic latrines	How we want our latrines to be	Coloured crayons Posters
	9. Keeping our school and classrooms clean	A clean school is a better school	Coloured crayons Screen play
5. Making operational plans	10. Initiatives for action	Choosing what we want to improve	Card sets Colour crayons
	11. Review	Hygiene quiz	Quiz
		Drawing contest	Colour crayons
6. Monitoring (for secondary only)	12. Planning for monitoring changes and implantation of monitoring	Together developing a monitoring plan	Monitoring template
		Daily monitoring	Copies of monitoring template

STEP 1 INTRODUCTION

STEP	SESSION	ACTIVITY	MATERIALS
1. Intro	1. Introduction to the Children Hygiene and Sanitation Training	<div>Making friends</div> <div>Narrating daily routines</div> <div>Learn songs</div>	Posters Card sets Coloured crayons Black and white photocopies Handwashing song



Ziggy the Puppet should be used for every step in all activities.

SUMMARY

This step covers session 1 named “**Introduction of the Children’s Hygiene and Sanitation Training (CHAST).**” The session includes 3 activities:

- **Activity - Making friends:** helping children get familiar with a new friend, Ziggy the Puppet and with the 3 characters Agatha, David and Aldon;
- **Activity - Narrating daily routines:** helping children identify daily hygiene routines and the timing of these routines;
- **Activity - Learning songs:** singing the handwashing song together (this can become the “closure” activity of each session).

EXPECTED RESULTS

After this step, the expected results are:

- Students know the facilitator (if it is not their teacher implementing CHAST) and are familiar with the puppet Ziggy. Similarly the facilitator will be familiar with the class;
- Pupils know the 3 main characters of CHAST - Agatha, David and Aldon;
- Pupils can recognize good individual hygiene behaviours that need to be practiced every day and the times that they should be practiced;
- Pupils become more confident with communication;
- A positive team work environment is created;
- Pupils remember the lyrics and melody of the song “*Mi mas wash han*”.

Session 1

INTRODUCTION TO THE CHILDREN'S HYGIENE AND SANITATION TRAINING

ACTIVITY

MAKING FRIENDS (FOR PRIMARY AND SECONDARY)



OBJECTIVE

Helping children get familiar with a new friend, Ziggy the Puppet and with the 3 characters Agatha, David and Aldon.



TIMING

20 minutes



MATERIAL NEEDED

- Ziggy the Puppet (throughout all activities)
- 1 poster [P1] "The 3 main characters Agatha, David and Aldon"
- Tape or blue tac (not provided)

PRIMARY &
SECONDARY

IMPLEMENTATION

The teacher arranges the pupils in a circle (consider mixing the circle girl, boy, girl, boy) and then introduces Ziggy the Puppet to the whole class by saying:

"Today our class welcomes a new comer. Do you know who your friend here is?"

The puppet Ziggy is moved by the teacher to look at all pupils in the circle. Introducing "himself" the puppet says: *"Hello to you all. My name is Ziggy and I love singing and dancing, and I would love to become friends with all of you. My favourite colour is pink"*. The teacher then guides the pupils to introduce themselves in the same way Ziggy has, by saying: *"My name is...and I love (doing something)... my favourite colour is..."*.

The teacher gives an example by introducing herself/himself first, then hands the puppet Ziggy to a pupil next to her, guiding the pupil on how to handle the puppet. This pupil will introduce himself/herself with the puppet and then hands Ziggy to the next pupil when finished. The introduction continues until the last classmate has introduced him/herself to the rest of the group.

At the end of the round, the teacher takes the puppet and concludes: *"I am Ziggy. Now I know we have in the class (the number) of you who like (something), (the number) of you who like reading stories, (the number) of you who love singing like me and (the number) of you that like (a specific colour)"*.

When everybody has been introduced, the teacher introduces the characters Agatha, David and Aldon. With the help of 3 cards, the teacher gives a short introduction:

"Here you can see David. He is 10 years old and his favourite colour is blue. Watch how he is washing his hands with soap after using the toilet. This is a very good hygiene habit". "Let me introduce David's friend, Aldon. He is nine years old and he likes the colour green very much. Look... he is doing poo-poo in the river. Isn't it unhygienic?". "This is Agatha, she is 12 years old and she is Aldon's sister. Her

favourite colour is yellow. Look how she is brushing her teeth before going to bed at night. Is this a good or bad behaviour?. Kids are expected to reply that it's a good behaviour.

Then Ziggy continues: *"From today, together we will try to find out why people get sick in our community. Will we be friends? Do you agree?"* (the whole class will be expected to say "Yes").

ACTIVITY

NARRATING DAILY ROUTINES (FOR PRIMARY ONLY)



OBJECTIVE

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



TIMING

20 minutes



MATERIAL NEEDED

- Photocopies of b/w picture “Daily routines”, 1 per pupil - see page 92.
- Coloured crayons (at least 1 per student, to be shared)
- Tape or blue tac (not provided)

IMPLEMENTATION

- The teacher gives 1 black and white photocopy of the “Daily routines” picture to each pupil and some coloured pencils. Children are requested to colour the picture.
- After the pictures have been coloured, the teacher encourages children to explain the actions of the three friends in the pictures. Other classmates will add in more details if they find some are missing.

PRIMARY

ACTIVITY

NARRATING DAILY ROUTINES (FOR SECONDARY ONLY)



OBJECTIVE

Helping children get familiar with their new friend Ziggy the Puppet, and with the 3 characters Agatha, David and Aldon.



TIMING

20 minutes



MATERIAL NEEDED

- 3 identical sets of coloured cards [S1] “Daily hygiene habits” (7 cards/set)

SECONDARY

IMPLEMENTATION

- The teacher asks the whole class: *“Please list all the activities that you do in a day, from the time you wake up until the time you go to bed at night”*. Then the teacher writes down the answers pupils provide on the board.
- Then the teacher asks the pupils: *“Among all the activities taking place in a day, which do you think are good hygiene behaviours?”* Call one pupil to tick the behaviours on the board that she/he thinks are good hygiene behaviours. Other classmates are asked to add in more behaviours if any are missing.
- Each activity is grouped in a time order: morning- **M** (6.00-12.00), afternoon - **A** (13.00- 18.00), and evening - **E** (19.00-22.00). The teacher can write “M”, “A”, “E” next to each activity to indicate the time pupils think they should happen.
- The pupils are then divided into three groups. Each group is given 1 set of coloured pictures on hygiene behaviours [S1].
 - Group 1** will discuss hygiene behaviours done in the **morning**,
 - Group 2** will discuss hygiene behaviours done in the **afternoon**,
 - Group 3** will discuss hygiene behaviours done in the **evening**.
- Pupils are encouraged to add activities if they identify some that are missing. Activities should be arranged in the order of the time they should be done (first, last etc.).
- After the discussion is over, each group will stick their results on the board or on the flip-chart sheet. If there is still time, each group can send one member to present their discussion and results. Each group is encouraged to suggest any missing activities to the results of any other groups (if any). The teacher then asks the pupils: *“Which hygiene behaviour do you find is repeated the most times?”* Ziggy should be used to repeat the hygiene behaviour that they mentioned, especially handwashing with soap.

ACTIVITY

LEARNING SONGS (PRIMARY AND SECONDARY)



OBJECTIVE

Children will learn the “*Mi mas wash han*” song (the tune is from “Piece of paper” song very well known by all children in the Solomon Islands). Pupils should also be encouraged to invent new songs for future sessions.



TIMING

10 minutes



MATERIAL NEEDED

- Lyrics of the song “*Mi mas wash han*”

PRIMARY &
SECONDARY

LYRICS

Mi mas wash han

- Intro -

Mi mas wash han

Mi mas wash han

Wetim soap

Wetim soap

Mekem hand hem clean gud

Mekem hand hem clean gud

Bifoa mi kaikai

Bifoa mi kaikai

- Repeat intro -

Afta mi go toilet

Afta mi go toilet

(Lyrics by Donald
Gibson)

IMPLEMENTATION

- The teacher gives out the words of the “*Mi mas wash han*” song (or writes them on the blackboard) and guides the children to sing.

CONCLUSION BY ZIGGY

- “My dear friends, from now on, please remember to brush your teeth in the morning and in the evening before you go to bed. And we also need to wash our hands with soap (or ash or sand if there is no soap available) before and after meals, and after we go to the toilet. You know, I also need to brush my teeth and wash my hands with soap. In the next lesson, let us see who has done these things better”.
- The session ends with the song “*Mi mas wash han*”.



NOTE TO TEACHER

- The friend-making activity can take more time than expected, but it is very useful in encouraging shy children to participate in the following sessions. The teacher should stand near the pupils as they speak so that they feel less nervous or shy.

- The teacher should observe the class and provide immediate support if pupils are not confident to use the puppet for introduction.
- Activity 2 helps build team spirit. During the discussions the teacher should take note of situations where there are different ideas among the group members and encourage everyone to give their ideas freely, whether they think they are correct or not.
- The teacher 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.
- The teacher should not worry if pupils don’t tell their stories, the important thing is how that they are thinking about their own hygiene practices.

STEP 2 PROBLEM IDENTIFICATION

STEP	SESSION	ACTIVITY	MATERIALS
2. Problems identification	2. Good and bad hygiene behaviours	Classify good/bad hygiene behaviours	Card sets
		Play germs & ladders	Germs & ladders

SUMMARY

This step includes 1 session named “Good and bad hygiene behaviours”, consisting of 1 activity:

- **Activity: Learn to classify good and bad hygiene behaviours:** helps pupils become aware of hygiene behaviours that are good and bad for health.

EXPECTED RESULTS

- Help pupils identify the activities of Agatha, David and Aldon and classify them as good or bad hygiene behaviours;
- Become familiar with the “Happy Smiley” 😊 and “Sad Smiley” ☹️ as symbols of good and bad hygiene behaviour;
- Understand some ‘bad’ hygienic practices have a ‘good’ alternative;
- Understand how to play the “Germs and Ladders” game;
- Practice analytical and decision-making skills;
- Practice team work.

Session 2

GOOD AND BAD HYGIENE BEHAVIOURS

ACTIVITY

LEARN TO CLASSIFY GOOD AND BAD HYGIENE BEHAVIOURS (PRIMARY AND SECONDARY)



OBJECTIVE

Students become aware of hygiene behaviours that are good and bad for health.



TIMING

30 minutes



MATERIAL NEEDED

- 2 sets of “Good and bad hygiene behaviours” coloured cards [S2]

PRIMARY &
SECONDARY

IMPLEMENTATION

- The puppet Ziggy starts the lesson: *“Do you remember me? I still remember you! Is anybody absent today? Do you know why he/she is absent?”* (some kids might answer that someone is having diarrhoea, or flu etc...).
- At this point Ziggy makes the comment *“Do you know that many diseases are caused by our own bad hygiene behaviours? I am now very interested to find out which hygiene behaviour is good and which is bad”*.
- The teacher introduces the rules of the activity: *“This is the set of pictures of hygiene behaviours that happen every day. Everyone of you will receive one card and will look at it, and you need to try and decide if what is represented is a good or a bad hygiene behaviour in your opinion”*.
- “When you have decided, each one of you will stick the card on the board: put the “good behaviours” under the “smiley face” 😊 and the “bad behaviours” under the “sad face” ☹️”*.
- At this point the teacher gives a demonstration using one card, and then asks the pupils to do the exercise.
- Each pupil is then given a picture. After that, one by one pupils go to the board to stick their picture under the smiley or sad face. They then explain to the whole class why they think that behaviour is good or bad. The teacher then asks other pupils if they agree or have any other comments. If there is disagreement pupils should continue discussing until they reach agreement about whether it is a good or bad behaviour.
- If there is more time available, the teacher can tell the pupils that there are pairs of good and bad behaviours that go together. Ask the pupils to arrange the pictures so that they can have pairs of pictures expressing opposite behaviours (eg. going toilet in the bush (bad) and using a toilet (good)). If some pictures do not have an opposite picture, the pupils can draw relevant pictures until all behaviours have an opposite pair.

CONCLUSION BY ZIGGY

- *“My dear friends, from now on, all of us know what the good behaviour is.... Because it makes us what...(pupils should say ‘healthy’), and the bad behaviour is... because it makes us....(pupils should say ‘sick’), Let’s practice the good habits at home, at school and in public places. And you should also remind your parents, brothers and sisters to practice habits that are good for health. Can we do it?”*
- The facilitator invites all the students to play **“Germs and ladders”** game with the following activity.

ACTIVITY

GERMS AND LADDERS (PRIMARY & SECONDARY)



OBJECTIVE

Make students aware of hygiene behaviours that are good and bad for health



TIMING

30 minutes



MATERIAL NEEDED

- 1 poster of the game “Germs and ladders” [P2]
- Dice and stones



IMPLEMENTATION

- Select a large and flat location to lay the “Germs and Ladders” poster [P2]. Ask the pupils to stand around it.
- The pupils are divided into 4 teams, each consisting of about 5/7 members. For each round, 1 pupil as a representative of 1 team will play and others will support;
- Each team puts a stone on the cell “1”. Each player, in turn, throws the dice and the number that he/she gets corresponds to the number of cells they can move forward on the board. The pupil has to read out the message on the cell where the stone lands, if there is a message. If there is no message, they wait until their next turn to roll the dice. If the player arrives at the bottom of the ladder, after reading the message, they can move to the cell on the top of it. If a stone lands on the head of a germ, they have to read the message and then slide down the tail of the germ.
- The winner is the one who lands on the last square (number 49) first.

CONCLUSION BY ZIGGY

- *“My dear friends, now, all of us know what good hygiene behaviour is, such as...(students should give examples of good behaviours) and that it is good for our health, and what bad behaviour hygiene is such as...(students should give examples), because it’s bad for our health Let’s practice the good behaviours at home and at school. And you should also remind your parents, brothers and sisters and friends to practice habits that are good for health. Can we do it?”*
- The session ends with the **“Mi mas wash han”** song.



NOTE TO TEACHER

- There is no need for pupils to explain exactly why a hygiene behaviour is good or bad because they will learn about this during the next Steps of CHAST. The important thing is to help pupils build up analytical skills and to debate freely.
- If a pupil does not give an accurate answer or has a question, the teacher should not give an answer immediately but encourage other pupils to support.
- A player can receive support from his team. Ziggy encourages the class to clap for good hygiene behaviours and to shout “boo!” for bad hygiene behaviours.

STEP 3 PROBLEM ANALYSIS

STEP	SESSION	ACTIVITY	MATERIALS
3. Problem analysis	3. Changing hygiene behaviours	Identify opposite hygiene behaviours	Card sets
	4. Transmission of diseases	Story: Aldon and David playing	Posters Card sets
	5. Methods to prevent disease transmission	Blocking the routes of germs	Posters Card sets

SUMMARY

This step aims to reinforce the concepts from Step 2.

Activities may vary depending on whether you select the ones for Primary or Secondary school students.

This step includes 3 sessions, and each session includes one activity.

- **Session 3:** Changing hygiene behaviours
 - Activity: Learn to identify good and bad hygiene behaviours
- **Session 4:** Transmission of diseases
 - Activity: Story telling - Aldon and David are playing football
- **Session 5:** Methods to prevent disease transmission
 - Activity: Blocking the routes of germs

EXPECTED RESULTS

- Pupils understand the basic differences between good hygiene habits (which help prevent diseases) and bad hygiene habits (which cause diseases).
- Pupils understand that a bad hygiene practice can be turned into a good one.
- Pupils recognize the direct link between bad hygiene practices and diarrhoeal diseases and know how to protect themselves from catching diseases related to water, sanitation and hygiene.

Session 3

CHANGING HYGIENE BEHAVIOURS



BEFORE STARTING

- The teacher should get familiar with the cards set **[S3]** “Good and bad hygiene behaviours”. Each card represents a good hygiene behaviour and has a matching opposite bad behaviour. See the table below to identify what the pairs are.

	Hygiene behaviour		Hygiene behaviour
	Hand washing with soap		Dirty hands
	Washing face in the morning		Dirty face and dirty hands
	Brushing teeth in the morning		Boy with dirty teeth/yellowish smile and cavities
	Kid washing hands after been to community toilet		Kid going out from latrine without washing hands
	Boy taking bath		Boys taking bath in a dirty river
	Girl going to school toilet		Boy defecating in the river (open defecation)
	Girl cutting nails		Dirty hands with long dirty nails
	Boy and girl wearing slippers		Bare feet
	Dirty school compound		Students cleaning school compound

	Hygiene behaviour		Hygiene behaviour
	Girl burying garbage		Boy putting garbage in the river
	Covered food		Uncovered food/dirty kitchen
	Girl drinking water from a proper water container		Girl drinking water from open/dirty/unsafe container
	Boy sleeping under mosquito net		Boy sleeping without mosquito net
	Boy and girl washing hands after going to school toilets		Boy and girl NOT washing hands after going to school toilets
	Boy washing hands before eating		Boy eating dirty mango with dirty hands and dirty face
	Well maintained/clean community latrine		Dirty/abandoned community latrine
	Well maintained community water point		Poorly maintained community water point

ACTIVITY

LEARN TO FIND THE OPPOSITE HYGIENE BEHAVIOURS (PRIMARY ONLY)



OBJECTIVE

Pupils remember good and bad behaviours already covered and understand that bad behaviour can be changed into good behaviour.



TIMING

45 minutes



MATERIAL NEEDED

- 2 identical sets of coloured cards “Opposite hygiene behaviours” [S3]
- Tape or blue tac (not provided)

PRIMARY

IMPLEMENTATION

- Ziggy the Puppet starts the lesson: *“Hi everybody! . I have been washing my hands with soap before meals and after going to the toilet!. You know, yesterday I even used the toilet. It was not easy at first but I found it really comfortable finally. Who else has practised some of these behaviours since the last class? Please raise your hands (all the class members clap their hands for pupils who raise their hands). And today, let us learn more about good and bad hygiene practices.”*
- The class is divided into 2 groups and every group is given a set of “Opposite hygiene behaviours” cards.
- The teacher explains the rules of the game: the groups have to find and match as many pairs of pictures that reflect the difference between good and bad of the same hygiene behaviours. Each group will stick the pairs of pictures they find on the board. The group that has the most number of correct pairs and finishes fastest is the winner.

CONCLUSION BY ZIGGY

- *“Now we know by heart the behaviours that are good for health. Please repeat them with me (the teacher repeats the good hygiene habits that they have been shown). Anyone who has not practiced these behaviours, please try them today. In the next lesson, we will share with each other the results”.*
- The session ends with the singing of the Handwashing song.

ACTIVITY

LEARN TO FIND THE OPPOSITE HYGIENE BEHAVIOURS MEMORY GAME (SECONDARY ONLY)



OBJECTIVE

Pupils remember good and bad behaviours already covered and understand that bad behaviours can be changed into good behaviours.



TIMING

45 minutes



MATERIAL NEEDED

- 2 identical sets of coloured cards “Opposite hygiene behaviours” [S3]

SECONDARY

IMPLEMENTATION

- The class is divided into 2 groups, which are divided into 2 teams to play against each other. Each group is given a set of cards [S3] so that 2 games of memory happen at the same time.
- The teacher put the pictures face down on the table and explains the rules of the game: each team, in turn, has to upturn a picture and find the picture that shows the exact opposite behaviour. If a team finds a matching pair, it gets to keep it. The team that has more pairs in hands when no more pictures remain on the table is declared winner;
- The first team sends one member to upturn any one picture (which can show good behaviour or bad behaviour). With the support of their team mates he/she will upturn another card. If it shows opposite behaviours, the team will keep the pair of cards. If the cards are not opposite behaviours, they are both replaced face down in their original position. Then the other team can play. NOTE: Pupils need to remember where the cards for each behaviour are when they turn them back down so they can remember where to find them if they turn up a matching behaviour later.
- The next group turn over a card and see if they can remember where the opposite behaviour that matches it was placed. If they select the correct second card to turn up, they get to keep the set of cards.
- The game stops when there is no more card on the table. The winning team is the team you has the more cards.

CONCLUSION BY ZIGGY

- “Now we know by heart the behaviours that are good for health. Please repeat them with me (the teacher repeats the good hygiene habits that they have been shown). Anyone who has not practiced these behaviours, please try them immediately. In the next lesson, we will share with each other the results”.*
- The session ends with singing of the Handwashing song.



NOTE TO TEACHER

- If a debate arises among the groups, the teacher should not give an answer immediately but ask the pupils to try. If necessary, the teacher can lead pupils to the answer by using questions.
- Ziggy should be used to repeat the good hygiene habits every time a picture of good hygiene behaviour is revealed.

Session 4

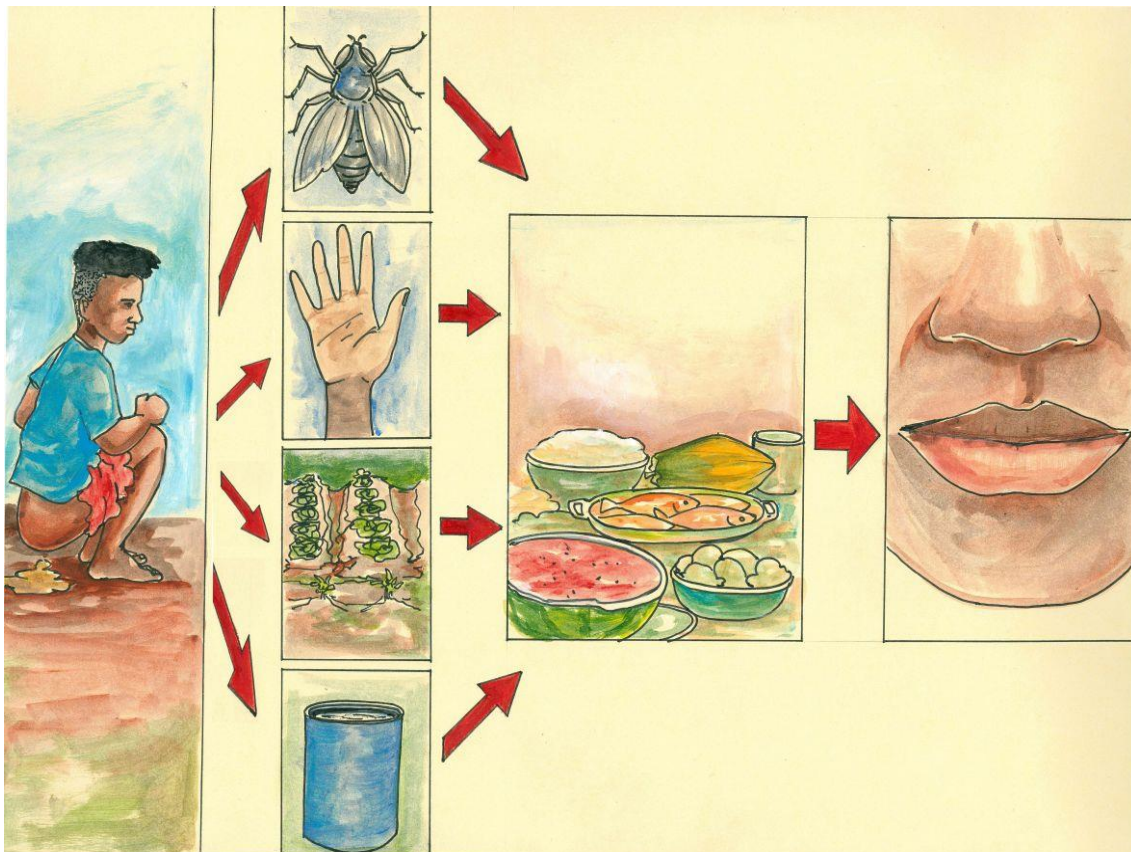
TRANSMISSION OF DISEASES



BEFORE STARTING

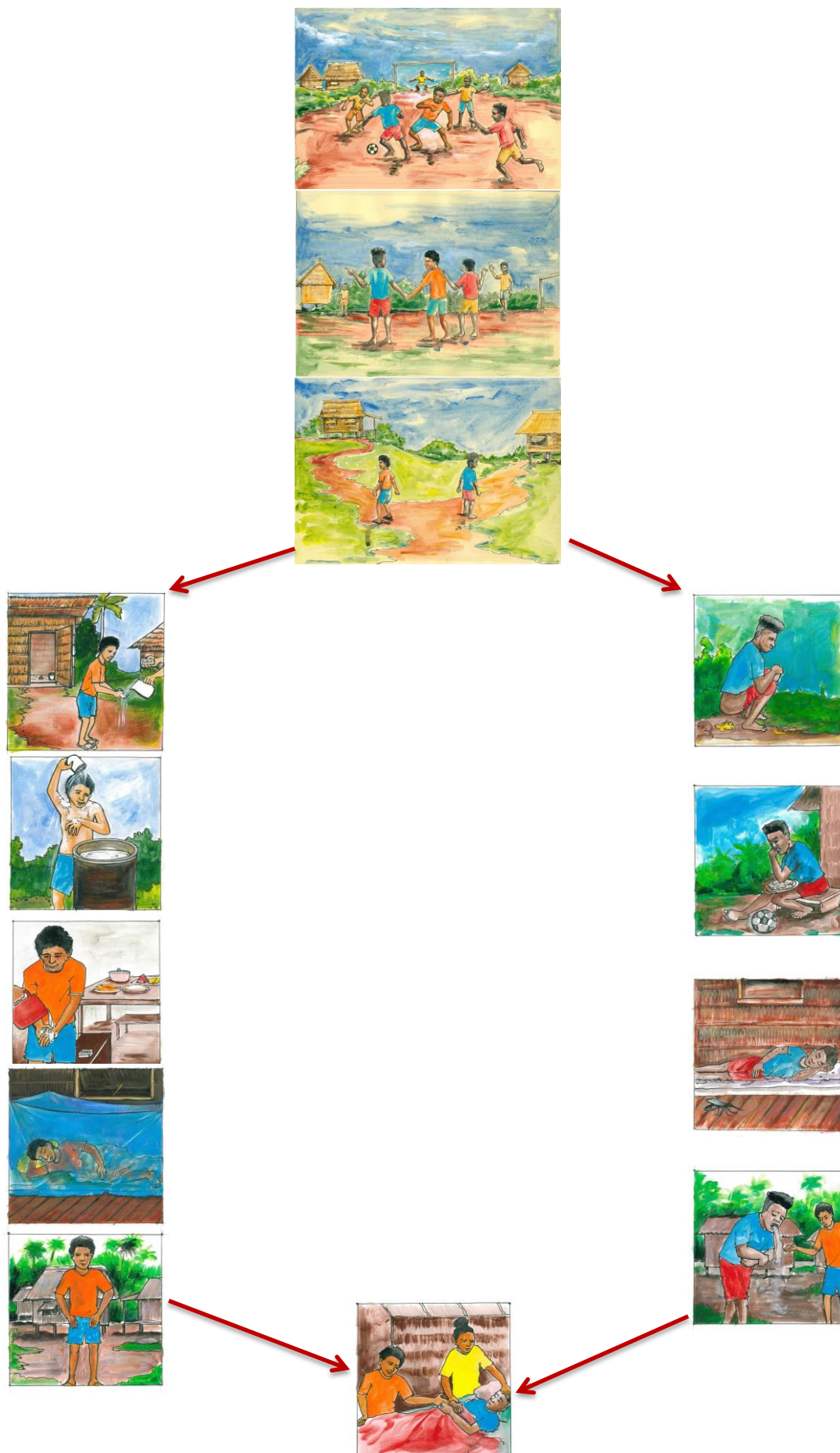
- The teacher should get familiar with the “F-Diagram” and be able to explain routes of transmission and ways of blocking those routes. The F-Diagram illustrates the contamination routes of human poo into the mouth. The “F” come from the elements of this drawing that all start with an F:
- Faeces
- Fly
- Fingers
- Field
- Fluid (water)
- Food

F-DIAGRAM



STORY: ALDON AND DAVID PLAYING FOOTBALL

The 3 posters and the 10 cards for this session should be stuck to the wall/the board, as follows (arrows connecting the images can be drawn on the board):



ACTIVITY

ALDON AND DAVID ARE PLAYING FOOTBALL (PRIMARY ONLY)



OBJECTIVE

- Recognize the direct link between not washing hands with soap and diarrhoea.
- Realize that flies can transmit diseases.



TIMING

60 minutes (this activity can be divided into 2 sessions)



MATERIAL NEEDED

- 3 posters “Aldon and David are playing football” [P4], [P5] and [P6]
- 1 set of coloured cards “Aldon and David are playing football” [S5]
- 1 set “F-diagram” coloured cards [S4]
- 1 poster “F-diagram” [P3]
- Tape or blue tac (not provided)

PRIMARY

IMPLEMENTATION

- Prior to the activity, fix cards and posters of the story “Aldon and David are playing football” in sequence on the wall (see previous page). 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 David and Aldon, 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 Ziggy choose a boy or girl to come forward and explain what is happening in the poster.
- When the posters have been presented, divide the class in 2 groups and “assign them” one character: “All the children in group 1, you are Aldon, and all those in group 2 are David.” Make sure all the children know which character they are supposed to be relating to.
- Explain the exercise as follows: “The two teams should discuss to find out what happened to your character: team 1 should discuss about Aldon, and team 2 should discuss about David. When you have looked at the posters and cards carefully, sit down and work together”.
- When the children have finished analysing their character’s story, the facilitator should take over and ask the children of team 1: “Can one pair of you come forward and tell us exactly what happens to Aldon?”. When a pair of volunteers comes forward, give Ziggy to them and invite them to present the story of Aldon with the help of the posters and cards.
- When the pair has finished and any additional contributions or questions have been made or asked, look to the other team and ask: “Now it’s your turn. Can one pair of you come up here and tell us David’s story?”. A pair of children come forward, tell the story and answers questions from the group.
- To conclude the story, ask the whole group: “What are the differences between the story of Aldon and the story of David? Why does Aldon become sick? And why does David stay healthy?” The children should explain that

David washed his hands with soap before having food, that he uses a toilet and that he has good personal hygiene (bathing and handwashing with soap practices are followed), while the bad hygiene habits of Aldon caused him to become sick.

- Use Ziggy to emphasize the relevant point of the story, meaning the good and bad hygiene habits of the 2 main characters.
- At this point the teachers starts the introduction of the “F-Diagram” concept: it’s important not to start from the poster but to use the cards [S4] and to proceed with the discussion together, analysing one route of disease transmission at a time going through all steps of the diagram for each one.
- At this point the children are supposed to have clear understanding that Aldon got sick because he did not wash his hands with soap after having gone to the toilet: the teacher can start posting on the board the picture of Aldon practicing open defecation (toilet olobaot) and then the picture of the mouth and encourage the kids to find the what steps happened in between going toilet and his mouth to make Aldon sick. This moment is particularly delicate as it’s an abstract idea, which may not be easy for primary school children to analyse.
- The teacher should concentrate on the most easy to understand routes of disease transmission, usually “Fingers”, “Flies” and “Fields”, via “Food”.
- This is a guided activity, but the teacher should try to encourage participation: as soon as one route is identified a card is attached to the board and an arrow is drawn to indicate the transmission process. In this way, the group should be able to develop the “F-Diagram” on the board.
- At the end of the discussion the teacher can display the F-Diagram poster [P3] on the wall and revise it together with the class compared to what they have created.
- It is good if the poster can then be left in the class for the kids to revise it again before the next session.

CONCLUSION BY ZIGGY

- *“Now I have learned that poo enters our bodies through the mouth in many ways (the teacher points to the chart) through our hands, through flies, mice or insects that touch the poo, through washing into the earth, which pollutes the environment, by washing 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 have eaten the poo that we have left. We need to stop this disease transmission. Do you agree with me?”.*
- The session ends with singing of the Handwashing song.

ACTIVITY

ALDON AND DAVID ARE PLAYING FOOTBALL (SECONDARY ONLY)



OBJECTIVE

Recognize the direct link between not washing hands with soap (or sand or ash) and diarrhoea. Realize that flies can transmit diseases.



TIMING

45 minutes



MATERIAL NEEDED

- 3 posters “Aldon and David are playing football” [P4], [P5] and [P6]
- 1 set of coloured cards “Aldon and David are playing football” [S5]
- 4 identical sets “F-diagram” coloured cards [S4]
- 1 poster “F-diagram” [P3]
- Tape or blue tac (not provided)

SECONDARY

IMPLEMENTATION

- Prior to the activity, Teachers should stick cards and posters of the story “*Aldon and David are playing football*” in sequence on the wall (same instructions as in the Primary School section).
- The teacher can now ask for help from pupils to explain what the posters and pictures are representing: “*Do you recognize these two boys?*” Children are expected to reply positively. “*Can you tell me what Aldon and David are doing?*” Generally secondary school children should offer the right explanation relatively quickly. If this is not the case, through inputs from the pupils, the teacher will guide them to an understanding of the Aldon and David story: “*Can you helping me understanding what happens when they stop playing and they go home?*” “*What is David doing? And Aldon?*”
- The teacher divides the class into 4 groups. The groups should start by discussing what they see happening in the “football story” pictures and posters. Pupils are asked to analyse the routes of transmission of germs: “*Now every group has a set of cards. Every group have received the same set. Now that we have understood that Aldon got sick because he did not wash his hands with soap after defecating in the bush (toilet olobaot), starting from this picture (The teacher is showing it while explaining) can you arrange the pictures according to how you think contamination of germs from poo getting into the mouth of a person can happen? What are the ways germs from the poo get into our mouths?*” “*Please use the cards and put them up on the board and draw arrows to connect the pictures to show how this process might happen.*”
- The teacher should explain clearly that the starting picture is the “open defecation (toilet olobaot)” drawing while the final one is the “mouth”.
- The teacher should also make sure that what is represented in each picture is well understood by all pupils.
- At the end two or three representatives per group will explain their findings.

- Ziggy will thank all the groups for their efforts at the end of the presentation and introduce the “F-Diagram” poster, revising it picture by picture, making sure everyone understands and agrees with the representation.

CONCLUSION BY ZIGGY

- *“Now I have learned that germs from our poo enter our bodies through the mouth in many ways (the teacher points to the chart), through our hands, through flies, mice or insects that touch the poo, washing into the earth, which pollutes the environment, by washing into rivers and streams, which pollutes the water; after that, the poo goes into food and drinks and enters our mouth. Oh dear, that means we have eaten the poo that we have left, and this is full of germs that cause diseases. We need to stop poo entering our mouth. Do you agree with me?”*
- The session ends with singing of the Handwashing song.



NOTE TO TEACHER

- This might be a difficult step, if the teacher experiences difficulties in describing each step of the F-Diagram, the focus can be cut to only in 2/3 transmission routes (especially fingers and flies);
- If necessary, this session can be implemented 2 or 3 times to make it clear.
- *“Aldon and David playing football”* posters should be arranged in order from when the story begins, with the posters where the boys are playing football at the top, and then posters continuing downwards as the story progresses.
- The pictures depicting the specific habits of Aldon and David should have a space of at least 1 meter between to allow each of the two groups of children to stand in front of their part of the story and visualize them without disturbing others.

ACTIVITY

BLOCKING THE ROUTES OF GERMS
(PRIMARY ONLY)

PRIMARY



OBJECTIVE

- Understand that flies transmit diseases.
- Understand that there are many ways to stop the transmission of germs that cause disease.
- Learn several easy ways of protecting themselves from diseases like diarrhoea, such as washing their hands with soap (or ash or sand if soap is not available), and covering food.



TIMING

45 minutes



MATERIAL NEEDED

- 1 set of “Blocking the routes of transmission” coloured cards [S6]
- 1 poster “F-diagram” [P3]
- Tape or blue tac (not provided)

IMPLEMENTATION

- Ziggy starts the lesson: *“Do you remember how surprised we were to realize that our poo and the germs in our poo can completely enter our mouths if we choose bad hygiene behaviours? And that the germs in our poo can cause diseases? Today we will learn how to prevent diseases from being transmitted to us this way.”*
- The teacher hangs the “F-Diagram” poster on the board and invites one pupil to volunteer to explain the chart they were shown in the last lesson. Children will add in ideas until they have the most correct answer.
- The teacher shows the class the set of pictures [S6] on good hygiene habits and gives guidelines: *“This good habit helps prevent diseases from passing into us from germs in our poo. Please place the pictures so they show each way that diseases can get into us as shown on the chart, and explain how some hygiene behaviours can help prevent the germs in the poo from entering our mouths”.*
- The teacher divides the class into 3 groups. They will discuss the positions of the pictures and why they put the pictures in those positions, and then send one representative to present to the class why they put the pictures there. The teacher should give compliments to encourage the pupils to share their ideas.

CONCLUSION BY ZIGGY

- *“I am very happy that you have found ways you can avoid getting sick with things like stomach aches and diarrhoea. Shall we repeat them once more?”*
The teacher repeats the following:
 - - Use clean toilets instead of toilet olobaot. If there is no toilet, make sure to bury your poo every time;

COMPLETED F-DIAGRAM



ACTIVITY

BLOCKING THE ROUTES OF GERMS (SECONDARY ONLY)



OBJECTIVE

- Understand that flies carry diseases.
- Understand that there are many ways to stop the transmission of germs that cause diseases.
- Learn several easy ways of protecting themselves from diseases like diarrhoea, such as washing their hands with soap (or ash or sand if soap is not available), and covering food.



TIMING

45 min



MATERIAL NEEDED

- 4 identical sets of “Blocking the routes of transmission” cards [S6]
- 4 identical sets of *F-Diagram* coloured cards [S4]
- 1 poster “*F-diagram*” [P3]
- Flip charts or board
- Tape or blue tac (not provided)

IMPLEMENTATION

- *“Do you remember how surprised we were to realize that our poo and all the germs in our poo that cause diseases, can completely enter our mouths if we choose bad hygiene behaviours? Today we will learn how to prevent diseases from being transmitted to us this way.”*
- The teacher hangs the “*F-Diagram*” poster on the board and invites one pupil to volunteer to explain the chart they were shown in the last lesson. Children will add in ideas until they have the most correct and complete answers.
- The teacher now divides the class into 4 groups (it’s not necessary that these groups are the same as the previous activities);
- Each of the 4 groups is given 1 flip chart and 1 set of “*F-Diagram*” cards [S4]: every group is asked to arrange the cards reproducing the (correct) *F-Diagram* on the flip chart (the *F-Diagram* poster is still hanging up, so pupils can check it).
- Once this step is done, the teacher now distributes 1 set of “*Blocking the routes of transmission*” cards [S6] per team and introduces the group exercise: *“Now that we have a clear understanding of how the germs spread from our poo to our mouths, let’s try to understand how to block these routes. There are special actions we can do that can block every route of disease and keep us and our families and communities healthy. Please now, discuss in your team about the good behaviours that are shown on the cards you have received. Every “arrow” that you have drawn on the flip-chart to a transmission route for poo and germs to the mouth can be “cut” by one of these cards to prevent transmission of diseases. Please put appropriate pictures on each possible way of disease transmission on the chart and explain how the good behaviour*

SECONDARY

can help prevent the germs in the poo from entering our mouths". The teacher can demonstrate an example if the instruction is not clear.

- At the end each group presents to the class its diagram with its findings.

CONCLUSION BY ZIGGY

- "I am very happy that you have found ways you can avoid getting sick, including having stomach aches and diarrhoea. Shall we repeat them once more?" The teacher repeats the following:
 - - Use hygienic toilets and don't toilet olobaot. If there is no toilet, make sure to bury our poo every time;
 - - Wash our hands with soap and clean water before meals and after going to the toilet. And if there is no soap – what else can we use to make sure we don't eat our poo? (the answer is ash or sand – but soap is still the best);
 - Cover cooked food and drink safe water (from tap stand or rain water harvester properly maintained).
- When mentioning a message, the teacher takes out the relevant picture and sticks it to the board.

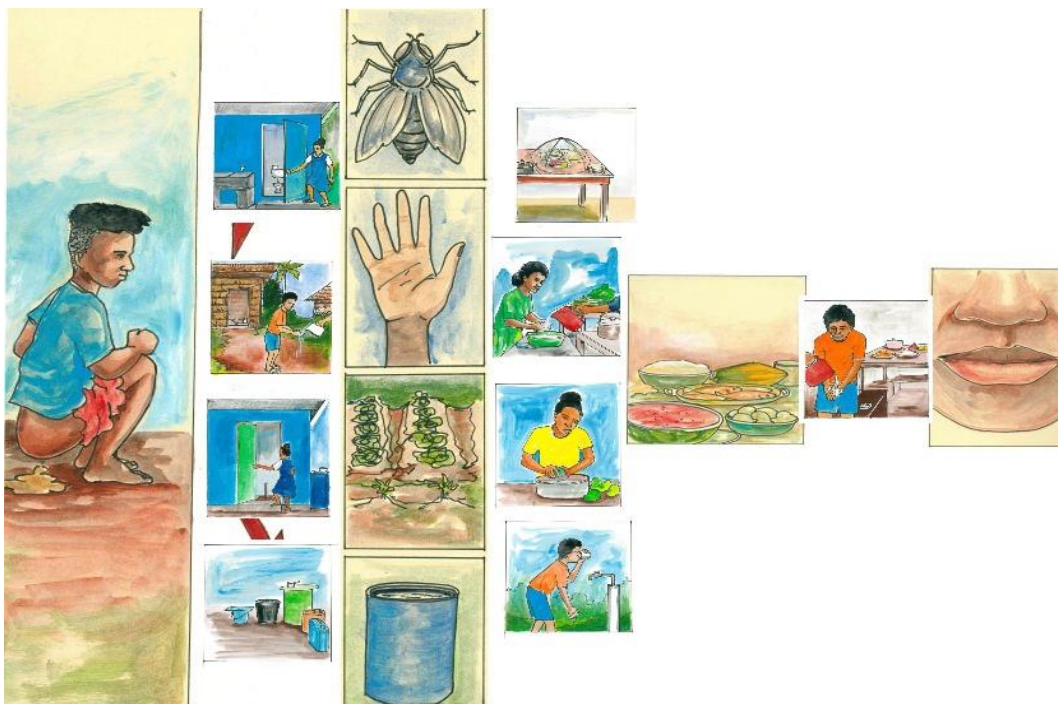
The session ends with singing of the Handwashing song.



NOTE TO TEACHER

- The group work should not last longer than 15 minutes. The teacher should limit his/her assistance in the secondary school children group work.
- The presentation of the group work for secondary school children can be done by 2/3 members of the same team so they feel more confident.
- This step is very important so take all the necessary time to go through and repeat explanations of the concepts that are not clear. This is where behaviour change will happen if the messages are well understood.

COMPLETED F-DIAGRAM



STEP 4 PRACTISING GOOD HYGIENE BEHAVIOURS

STEP	SESSION	ACTIVITY	MATERIALS
4. Practising good hygiene behaviours	6. Washing hands with soap and clean water	Learning how and why to properly wash hands	Poster Soap and water Role-play scripts
	7. Keeping food hygienic	Story-telling on food hygiene	Card sets Role-play scripts
	8. Using hygienic toilets	How we want our toilets to be	Coloured crayons Posters
	9. Keeping our school & classrooms clean	A clean school is a better school	Coloured crayons Role-play scripts

SUMMARY

This step focuses on practical training in good hygiene behaviours combined with role-plays.

All of the activities connect knowledge about the spread of diseases and their prevention through improved hygiene behaviours and practices. Practical exercises are carried out in small groups.

According to what grade you are working with (if primary or secondary school pupils), the same activity may use different materials.

This step includes 4 sessions, and each lesson includes one activity:

- **Session 6: Washing hands with soap and clean water**
 - Activity: Learning how and why to properly wash our hands with soap
- **Session 7: Keeping food hygienic**
 - Activity: Story-telling on food hygiene
- **Session 8: Using hygienic toilets**
 - Activity: How we want our toilets to be
- **Session 9: Keeping our school and classrooms clean**
 - Activity: A clean school is a better school!

EXPECTED RESULTS

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

- Wash their hands properly with soap (or ash or sand if soap is not available);
- Know the important times for hand-washing;
- Keep food and drinks hygienic;
- Use the toilet in a hygienic way. Pupils will know how to use toilets properly and how to clean and maintain them;
- Keeping schools and classrooms clean.

ACTIVITY

LEARNING HOW AND WHY TO PROPERLY WASH OUR HANDS (PRIMARY ONLY)

PRIMARY



OBJECTIVE

- Help pupils understand the importance of handwashing with soap and the most important times for handwashing.
- Pupils will be able to wash hands properly.
- Pupils will make an individual plan for handwashing with soap.



TIMING

- 45 minutes

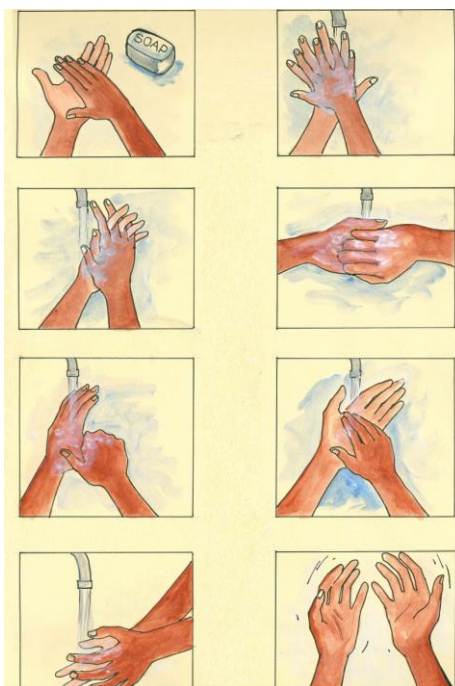


MATERIAL NEEDED

- 1 poster “Handwashing” [P7]
- Soap (one small piece per student – if not available, use ash or sand)
- 2 water containers and clean water for practicing hand washing (if no running water in the school)

IMPLEMENTATION

- Hang the handwashing poster on the wall. Seat the children in a circle, with the teacher sitting among the participants. Open the session with a greeting from the puppet Ziggy: “Hi, how are you all today? I hope you are all fine and healthy and that you have tried to break the routes of transmission/ways of getting germs! For example I now always wash my hands with soap before eating, do you? Who can give me some other examples of good behaviours to prevent diseases?”. Encourage children to give some examples of good hygiene behaviours and thank them for their inputs.
- Then Ziggy continues: “Today we are talking about handwashing even more. Why is it so important to wash your hands regularly and properly?” The children should be encouraged to mention sicknesses – eg. diarrhoea, stomach upsets – that can result from dirty hands. “When should you wash your hands?” Make sure they have mentioned: after toilet, before eating and before preparing food. “What tools do we need for handwashing every time to prevent diseases?” Make sure the children mention: a water container, soap, washing powder or ash or sand if no soap is available.
- Ask the children to look at the “Handwashing” poster displayed on the wall. Using the poster, ask them to name the elements that are important for personal hygiene (soap or washing powder, or ash or sand and clean water).
- Then Ziggy comments “Isn’t water enough?” Children are expected to say “Noooo!”. If they don’t encourage them to properly answer to Ziggy.
- Divide the group into 2: every teacher should take the 2 groups outside and invite them to get their hands dirty by rubbing them on the ground. Then the 2 groups should move to 2 different tap stands; the teacher first makes the demonstration of the handwashing steps. Every step should be clearly explained (see picture after).



1) Make sure both hands are wet with clean water, apply soap (or ash or sand if no soap) to the hands and rub the hands together;

2) Use the palm of one hand to rub the back of the other hand and vice versa;

3) Use the fingertips of one hand to rub the spaces between the fingers of the other hand and vice versa;

4) Insist of cleaning finger tips and nails;

5) Use the fingers and palm of one hand to roll around each finger of the other hand and vice versa;

6) Scratch the palm of one hand with the fingers of the other hand and vice versa;

7) Rinse the hands until they are clean from soap;

8) Dry them with air only;

- Children are then encouraged to practice handwashing one after the other following these steps. Assist any child who is not washing his or her hands thoroughly.
- If the tap stand is not functional you can proceed with the exercise using water basins and buckets and making sure to always use running water (i.e. by pouring water on to the hands using a bucket or a cup) **Note: DO NOT WASH HANDS IN BUCKET OR BOWL.** This way means after each wash the water is full of dirt and germs and the other pupil's hands will still be covered in them. Make sure you have enough water for all pupils to practice;
- When the exercise is finished, compliment the children on their handwashing skills before returning to collect the next group;
- When all the groups have practiced their hand washing, the session can be wrapped up by singing "**Mi mas wash han**" song.

CONCLUSIONS BY ZIGGY

- *"After this session I see we all now know everything about handwashing! We understood from the previous exercises that we need to wash our hands with soap (or ash or sand) after toilet, before eating or cooking and after playing or touching animals. And today we discovered that only hand washing with soap (or ash or sand if there is no soap) can kill the germs that make us sick. We need to wash the spaces between fingers, the finger-nails, palms, backs of the hands and wrists with soap to really stop the germs."*
- *"Will you use soap (or ash or sand), every time you wash your hands now?" Will you also ask people of your family to do so?"* Children are expected to answer positively. Children then receive a small piece of soap each.
- The session ends with singing of the Handwashing song.

ACTIVITY

LEARNING HOW AND WHY TO PROPERLY WASH OUR HANDS (SECONDARY ONLY)



OBJECTIVE

- Help pupils understand the importance of handwashing with soap and times for handwashing.
- Pupils will be able to wash hands properly with soap.
- Pupils will make an individual plan for handwashing with soap.



TIMING

- 30 minutes for the handwashing exercise
- 10 minutes for the “Goofy worm” role-play



MATERIAL NEEDED

- 1 poster “*Handwashing*” [P7]
- Soap (better to have one small piece per student, or soap or ash if no soap available)
- 2 water containers and clean water for practicing handwashing (if no running water in the school)
- 4 copies of “*Goofy worm*” script (page 48)
- 3 copies of “*Thought it was safe food*” script to distribute for next session (page **Error! Bookmark not defined.**)

IMPLEMENTATION OF THE ROLE-PLAY

- Before starting with the “Handwashing” exercise, Ziggy asks the class if there are 3 brave volunteers that want to act for a play. Ziggy encourages kids, and especially girls, to participate.
- When the 3 kids have been selected, they move outside the class with one teacher and they go and practise the play to present it to the class in around 30 minutes time (See the script at the end of the activity).
- Meanwhile, the rest of the group is involved in the “handwashing” exercise as explained in the “Primary school” activity. The difference, in this case, is that there will be only 1 group practicing together.
- Once the group has completed the hand washing practice, the 3 “actors” should be ready to perform the role-play: the “Goofy worm”. Ziggy introduces the show: “*Now we will watch the play ‘Goofy Worm.’ Please pay close attention to it so you can answer my questions about why worms live in our stomach and do us harm at the end*”. When the characters are ready, the role-play starts. Other pupils can stand around in a circle to watch.
- After the role-play finishes, the teacher thanks the pupils for their enthusiasm in the role-play. Then ask the whole class each of the following questions and let them answer freely:
 - *Why did Aldon get sick?*
 - *Where does the Goofy worm live?*
 - *How can we get rid of the Goofy worm?*

SECONDARY

- After the lesson, the teacher asks if there are another 3 pupils that want to **volunteer for the next session role play**: *“Thought it was safe food”*: the 3 pupils are given the role-play script to prepare.
- At the end of the discussion the teacher takes some more time to explain the proper steps of hand washing to the 3 “actors”.

CONCLUSION BY ZIGGY

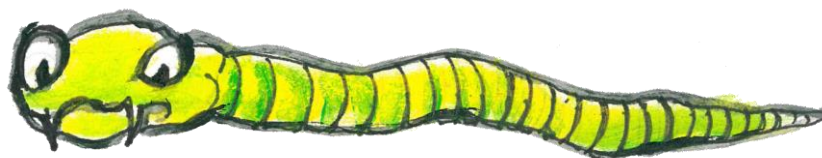
- *“After this session I see we all now know everything about handwashing! We understood from the previous exercises that we need to wash our hands with soap (or ash or sand if there is no soap available) after toilet, before eating or cooking and after playing or touching animals. And today we discovered that only hand washing with soap or ash or sand can kill the germs and bacteria that make us sick. We need to wash the spaces between fingers, finger-nails, palms, backs of the hands and wrists every time to prevent bacteria”.*
- *“Will you use soap (or ash or sand if there is no soap available), every time you wash your hands from now on?” Will you also ask people of your family to do so every time?”* Children are expected to answer positively. Children then receive a small piece of soap each.

The session ends with singing of the Handwashing song.



NOTE TO TEACHERS

- The key focus of this lesson is practicing handwashing with soap, therefore, it is necessary to observe the pupils and identify pupils who do not wash their hands the right way.
- If no soap is available for the session make sure you use ashes or sand instead, and make sure to push the message that washing hands with ONLY water alone will not remove the germs and bacteria that make us sick.
- The cleaning of fingernails should be included in this exercise. This is where germs hide the most.
- If many pupils wash their hands the wrong way and there is no time to guide each of them, they can meet after school for re-instruction.
- The teacher can also mention the importance of washing hands with soap after tying up or removing one’s shoes.
- The sample script is only a suggestion. During the role-play, the teacher can let the pupils change or create details of actual situations from their lives, and to use their own language. However, the teacher needs to make sure the key message is conveyed completely and accurately.
- The teachers should always make themselves available to answer specific questions from individual children.



“Goofy worm” Role-play

CHARACTERS

- Teacher or Ziggy as the narrator
- 4 pupils as **Goofy Worms**
- 1 pupil as **Aldon**
- 1 pupil as **Aldon’s friend**

GOOFY WORM - STORY LINE

Aldon walks out and holds up his two unclean hands, looking at them then rubbing on his shirt. He takes out a cake from his backpack to eat, then he sings “Today I am going to class. Mum watches each step I take. ...”

All Goofy Worms follow Aldon, imitating him with eating cake and also sings: *“Today you are going to class. I watch each step you take...”*

Aldon: (startled) *Oh, who is speaking?*

Goofy Worm 1 turns to the class and says: *“You must not know me, I guess. Let me introduce myself:*

- My name is Goofy Worm. My life starts with a tiny egg, very tiny, so tiny that you cannot see me. I grow very fast, and I have hundreds and thousands of friends who like me.

- I have a huge family. My uncles and aunts do not look identical to me, some of them are bigger than me, others smaller, some fat, others slender.

- Yet, we share a common nature that we get hungry all the time, we like dirt, and we all like to shelter in human and animals’ bodies where we feel warm, dark and comfortable.

Aldon (holding his stomach) cries: *Ow, how come my stomach is so painful?*

Goofy Worm 2 replies: *Don’t you know why?*

Aldon (still holding his stomach): *How did you get in my stomach?*

Narrator: *Can anyone help Aldon to answer this question? (let the pupils speak)*
Options: because of Aldon’s dirty hands, long nails, or because Aldon did not wash hands with soap (or ash or sand if no soap is available) but used his dirty hands to eat the cake etc.)

Goofy Worm 3: *Hey, so did you also know that?*

- Mom gave birth to me (as an egg), but I was playing a lot and I got lost and came out into the earth through human poo.

- But then I was missing home, and I could not find the way back.

- Lucky me when I saw Aldon play marbles, I got into his nails. Luckily he didn't wash his hands properly with soap (or ash or sand) after playing, so, I had the chance to reunite with my family when he ate his cake, la la la...

Aldon: *I hate you, Goofy Worm!*

Goofy Worm 4: *But I love you.* (the worm now sings with melody and tune)

- I love you when you do not wash hands with soap
- I love you when you do not clean your nails
- I love you when you eat unsafe food
- I love you when you go outside with no shoes on
- I want to live in your body, together with my family, my friends and their family.
- We grow and grow. We become bigger and fatter, and more hungry!
- More worms like me will be born inside you.
- We eat all the food that you eat.
- So you will feel weak, sick and tired, and then we become happy and hungrier!
- You have pain and we laugh louder.

Narrator: *Do not listen to the Goofy Worm. Worms are bad, because they make us tired and sick.*

- They can be killers if they are ignored. Worms are thieves, they steal our food, making us weak, pale, and then we cannot grow up as big and strong as we should.

- Worms are cowards, because they only hurt old and sick people and children.

Aldon asks the class: *My friends, tell me how can I eliminate this greedy Goofy Worm?* (let the pupils give their ideas)

Aldon's friend: *Anyway, we are not scared of the worm. We must get rid of Goofy Worm and its family! Now let us go to the health clinic and take deworming medicine!* (Aldon acts like taking in the medicine)

All Goofy Worms (holding their head): *Oww, am I going to die? The medicine gives me a headache.*

All Goofy Worms sing: - *I hate you* (repeat 4 times)



ACTIVITY

STORY-TELLING ON FOOD HYGIENE
(PRIMARY ONLY)

PRIMARY



OBJECTIVE

- Help pupils understand the importance of keeping things clean, covering cooked food with plastic covers, and drinking boiled water.
- Help pupils practice presentation skills.



TIMING

- 45 minutes



MATERIAL NEEDED

- 4 sets of identical coloured cards “Food hygiene” [S7]

IMPLEMENTATION

- Ziggy starts the lesson: *“Hi everybody! Do you remember what we learnt in the last lesson? We did proper handwashing with soap. Have any of you done handwashing with soap at home? Please keep washing your hands with soap every day! Today we will learn how to prevent food from becoming contaminated by germs and how to eat and drink hygienically”.*
- The class is divided into 4 groups. Each group is given the same set of pictures. The pupils are asked to arrange the pictures so that they can use them to tell a story. Pupils do not need to necessarily use all of the pictures.
- After the groups have been arranged, the teacher asks each group to tell their stories. The teacher raises many “Why?” questions so pupils have to brainstorm the causes and effects of unhygienic eating and drinking behaviours, as well as effects of good behaviours.
- The teacher uses the remaining pictures (about covered dishes of food, drinking boiled water, keeping the kitchen clean, washing hands with soap before meals) to remind the pupils about methods of disease prevention.

CONCLUSIONS BY ZIGGY

- *“We shouldn’t keep cooked food together with raw food. We should eat well cooked food, drink boiled water or water from safe places like good water network or rain water harvesters. If food is cooked well but not eaten, we should cover it with lids or plastic covers. We shouldn’t eat old food. All the bowls, dishes and glasses must be well cleaned with soap”.*
- *“Would you be able to explain these healthy habits to your family? How would you pass the message of drinking and eating hygienically to them?”* Ziggy thanks all the inputs from the pupils and everyone for the good job.
- The session ends with singing of the Handwashing song.

ACTIVITY

STORY-TELLING ON FOOD HYGIENE (SECONDARY ONLY)



OBJECTIVE

- Help pupils understand the importance of keeping things clean, covering cooked food with plastic covers, and drinking boiled water.
- Help pupils practice presentation skills.



TIMING

- 45 minutes



MATERIAL NEEDED

- “*Thought it was safe food*” role-play, page Error! Bookmark not

SECONDARY

IMPLEMENTATION

- The teacher checks to make sure pupils are prepared.
- The teacher introduces: “*Now we will watch the role-play “Thought it was safe food”. Please pay close attention so you can answers my questions about why the food will be bad for our health if flies land on it even though it is cooked*”.
- When the characters are ready the role-play can begin. Other pupils can stand around the performers in a circle;
- After the role-play finishes, the teacher thanks the pupils for their enthusiasm. Then the teacher asks the whole class questions and let them answer freely:
 - *What can happen if we eat old food?*
 - *How do we prevent flies coming onto our food?*

CONCLUSION BY ZIGGY

- “*We shouldn’t keep cooked food together with raw food. We should eat well-cooked food, drink boiled water or water coming from safe sources like well maintained water network or rain-water harvesters. If the food is cooked well but not eaten yet, we should cover it with lids or plastic covers. We shouldn’t eat old food. All the bowls, dishes and glasses must be well cleaned with soap*”.
- “*Would you be able to explain these good habits to your family members? How would you share the message of drinking and eating hygienically to them?*” Ziggy thanks all the inputs from the pupils and everyone for the good job.
- The session ends singing of the Handwashing song.



NOTE TO TEACHER

- The script is only a suggestion. During the role-play, the teacher can let the pupils change or create details about actual situations and use their own language. However, the teacher needs to make sure the key message is conveyed completely and accurately.

“Thought it was safe food” Role-play

CHARACTERS

- 1 pupil as **Old Food** (messy hair and untidy clothes)
- 1 pupil as **New Food** (clean and tidy, may be wearing a chef's hat)
- 1 pupil as **Aldon**
- 2 pupils as **House flies**
- 1 pupil as **Narrator**
- 1 pupil as **Nurse**



STORY LINE

In the middle of the stage is a table and chair. Arriving home from school, Aldon throws his school bag and sits down.

Aldon: *Phew, I am tired and so hungry! Think I'll have some food then go to bed.*

New food: (running out and giving Aldon a plate of clean, new food): *Here's some fresh food. Tasty and good for your health! Now eat quickly, my master.*

Aldon: (taking the plate) *Wow, great food!*

Old food (running hurriedly, carrying an old and unclean plate of food): *My master, eat me first!*

Aldon (wondering): *Who are you?*

Old food: *I am the food from yesterday. Parents always tell us to save old food, not to waste it (pushing the New Food back in the curtain). Believe me, I am still tasty enough.*

Aldon: *It's ok (stretching his arms to get the Old Food).*

New food: (waving his hands): *Oh, no! Old Food has been staying out in the yard, and without being covered properly. I also saw a fly playing around Old food all the day. If you eat him, you will get a stomach-ache and even diarrhoea.*

Old food: (covering New food's mouth): *No way. I was only talking to the Fly for a little while. Anyhow, I was cooked only yesterday, not that long ago.*

Aldon: *Hmmm, sounds good and safe (taking the old food plate and eating the food, and then rest on his bed).*

Aldon: *Wow, my stomach is so painful (Aldon cries)*

New food: (stepping out to the stage) *You see, I told you old food wasn't safe, but you disagreed. Now you have stomach-ache, do you will sick and will miss class.*

Aldon: *Oh now I am feeling really sick and my stomach is really painful. I thought I was making the right decision. Now I need to go to the clinic.*

Nurse: *What happen with you Aldon?*

Aldon: *I am sick and my stomach is really painful.*

Nurse: *You need to take this medicine and go home and have the rest for 2 days*

Narrator: *Hi everyone! Do you think Aldon is right or wrong? (waiting a moment for answer)*

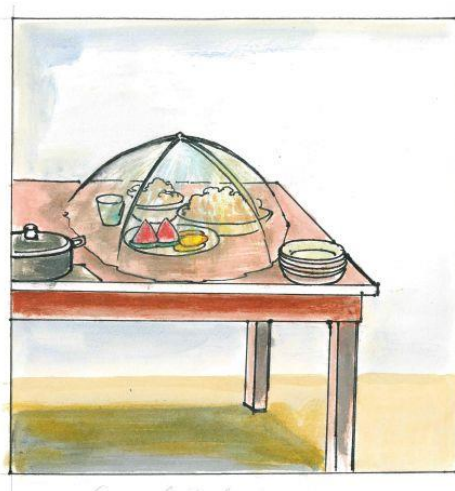
Do you think that eating old food is safe? (waiting a moment for answer)

Narrator: Calls everyone and they say together:

If you do not want to be sick like me, remember that:

- *Cooked food needs to be covered*
- *Do not eat unsafe old food*
- *Do not drink unsafe water*

End of story



ACTIVITY

HOW WE WANT OUR TOILETS TO BE
(PRIMARY ONLY)

OBJECTIVE

- Help pupils to understand what a hygienic toilet is.
- Understand the importance of hygienic toilet practices.
- Know how to use a hygienic toilet properly and safely.
- Encourage children to use hygienic toilets every time.



TIMING

- 45 minutes



MATERIAL NEEDED

- Photocopies of drawings “Toilets” page 95, OR blank paper
- Coloured crayons
- Posters “Using toilets” [P8] and [P9]

PRIMARY

IMPLEMENTATION

- This activity can be run in 2 different ways: there could be a colouring exercise or a drawing exercise or both, according to children’s preferences. The pupils that prefer to colour will be provided with black/white photocopies of proper toilets, while the ones that prefer to draw are asked to draw “*the toilet of my dreams*”. Everyone is given crayons.
- After completion, 4 volunteers will present their group’s work. The teacher should encourage and applaud all works.
- After the explanation, the teacher should facilitate a discussion amongst pupils on the harms of using dirty, unhygienic toilets. Stick the 2 posters on “Using toilets” on the board and explain every picture, emphasizing the hand washing with soap practise at the end.

CONCLUSION BY ZIGGY

- “Now we know we need to use hygienic toilets every time we go. Do not toilet olobaot. Keep your toilets at home and at school clean. After using a toilet you should cover it with the lid to keep the flies from bringing germs out, and wash your hands with soap every time. If there is no soap you should use ash or sand to remove the germs”.
- “If you are using flushing toilets, please flush the toilet after using every time”.
- “If you don’t have toilets at home you should cover your poo **every time** after you finish, so the flies can’t get it and take it to your food, and so the rain doesn’t wash it into the water we drink. And make sure you wash your hands with soap **every time** so worms and other germs don’t get spread to you and your family. Also you can talk to your family about the importance of having a toilet. Maybe you can make it a project to build the toilet together”. “Do you think it’s something we can all manage to do?”
- The session ends with singing of the Handwashing song.

ACTIVITY

HOW WE WANT OUR TOILETS TO BE (SECONDARY ONLY)



OBJECTIVE

- Help pupils to understand what a hygienic toilet is.
- Understand the importance of hygienic toilet practices.
- Recognize toilets as safe places.
- Know how to use hygienic toilets properly and safely.
- Encourage children to use hygienic toilets every time.



TIMING

- 45 minutes

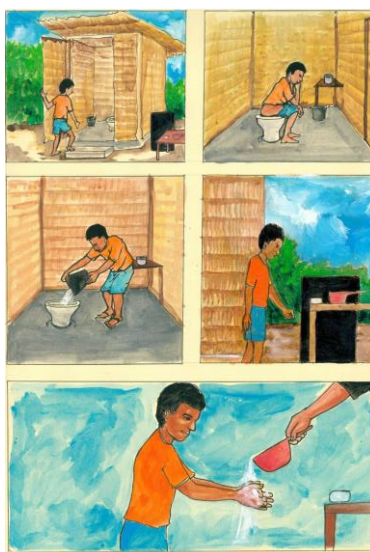
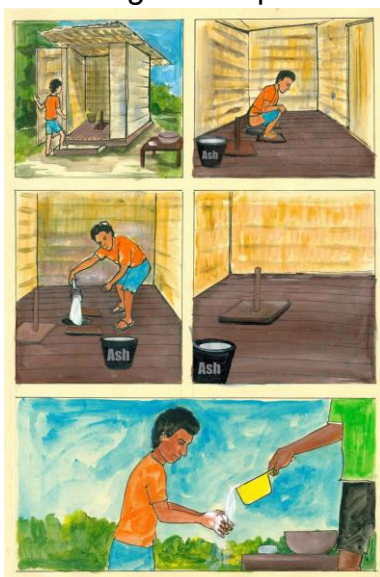


MATERIAL NEEDED

- 2 Posters “Using Toilets” [P8] and [P9]
- Various materials for toilet cleaning i.e. powder soap, soap for hand washing (or ash or sand if no soap is available), buckets, mops, ash for smell prevention in pit toilets...(use what is available at school).
- 7 copies of the script for “Pick up litter when you see it”, on page 59

IMPLEMENTATION

- The teacher leads the pupils to the school’s toilets to show them how to use and clean a toilet including how to hold the broom, close the lid/cover the hole, flush etc. The teacher can demonstrate and pupils can observe before they start the exercise. The teacher can give guidance on mistakes as they go.
- Ask the pupils to wash their hands with soap after finishing their exercise on using and cleaning the toilet. The pupils should use the correct handwashing procedure learnt from previous lesson.
- Back in the class, the teacher can reinforce what was seen by explaining the “Using toilets” posters.



- After the session, the teacher selects the 7 pupils to act in the role-play: “Pick up litter when you see it” (page 59) and gives them the script to prepare. It will be presented during next session.

SECONDARY

CONCLUSION BY ZIGGY

- “You should use hygienic toilets every time you need to go. Do no toilet olobaot or it will make you and your family and community sick. Keep your toilets at home and in school clean. After toilet you should put ash in the hole to reduce the smell, cover the hole with the lid to keep out flies, and wash your hands with soap (or ash or sand if soap is not available)”.
- “If you are using flushing toilets, please flush the toilet every time after using them”.
- “If you don’t have a toilet at home cover your poo with dirt **every time** so the flies cant get it and take it to your food, and so the rain doesn’t wash it into the water we drink and wash in. And make sure you wash your hands with soap (or ash or sand if there is no soap available) **every time so worms and other germs don’t get spread to you and your family.** Also you can talk to your family about the importance of having a toilet. Maybe you can make it a project to build the toilet together”. “Do you think it’s something we can manage to do?”
- The session ends with singing of the Hand washing song.



NOTE TO TEACHER

- Make sure the toilet you are using is very clean and there is enough soap (or sand or ash) and water for hand washing there.
- Never close the door of the toilet when you are inside with the children.
- Be prepared to discuss everything from personal fears to the need for shoes and the cleaning of the anus after pooing.
- A female teacher should discuss menstrual hygiene topics and sanitary napkins disposal female students in a private group (see suggested guide in Annex 2);
- If an efficient toilet cleaning routine is already in place in school this should be mentioned and reinforced as good routine to keep and maybe improve;
- Ask the pupils to report to their parents and families what they have learnt and done during this session. Guide them how to explain and convince their parents to build a toilet (if they do not have one). Tell pupils that the Provincial Rural Water, Sanitation and Hygiene Unit under Ministry of Health and Medical Services can send staff out to talk to their community about why it is so important to build toilets.

ACTIVITY

A CLEAN SCHOOL IS A BETTER SCHOOL!
(PRIMARY ONLY)

OBJECTIVE

- Pupils become aware of bad behaviour such as throwing litter in the wrong places, and good behaviours like keeping their school and classrooms clean.
- Build their responsibility for keeping their school and classrooms clean.
- Help pupils practice keeping their school and classrooms clean.



TIMING

- 45 minutes



MATERIAL NEEDED

- Photocopies of b/w drawings “Schools” page 98 OR blank paper
- Coloured crayons

PRIMARY

IMPLEMENTATION

- Ziggy starts the lesson: *“Hi everybody! After learning the lesson about using hygienic toilets, has anyone practiced at school or at home? Do you feel more comfortable? You know, if we use a toilet we will not get wet by the rain and do not have to worry about getting dirty feet. I really don’t want to see Germy Fly or Germy Worm again! So, shall we continue using clean toilets and washing our hands with soap? Today let us discuss how to keep our school and classrooms clean”.*
- The teacher shows a picture of a dirty schoolyard and classes with rubbish everywhere and guides pupils on how to colour it. They should colour in red the areas they think are dirty. Teacher gives pupils 20 minutes to complete.
- After that, the teacher selects some coloured pictures to stick on the board so that the whole class can see and make comments.
- The teacher asks: *“Where in our school has the most rubbish? Why is the rubbish there? What to do so that there is no rubbish there anymore?”* The teacher gives some suggestions according to each school area and reminds them of some hygienic behaviours at school and encourages the pupils to think of other ideas on how to make school and class clean.
- The session ends with singing of the Handwashing song.

CONCLUSIONS BY ZIGGY

- *“We should throw rubbish into rubbish bins or rubbish pits, both in school and at home. Please pick it up as you see it and then throw it to the right places. Rubbish thrown olobaot brings more flies and mosquitoes that spread diseases to our people, especially children. Rubbish also pollutes our rivers where we get fish and drinking water from. Whenever possible, we should recycle rubbish. We need to take care of our Solomon Islands”.*

ACTIVITY

A CLEAN SCHOOL IS A BETTER SCHOOL! (SECONDARY ONLY)



OBJECTIVE

- Pupils are aware of bad behaviour of throwing litter in wrong places, and good behaviour of keeping their school and classrooms clean.
- Build their responsibility for keeping their school and classrooms clean.
- Help pupils practice keeping their school and classrooms clean.



TIMING

- 45 minutes



MATERIAL NEEDED

- “Pick up the litter when you see it” script, page 59.

SECONDARY

IMPLEMENTATION

- The teacher checks the pupils are prepared for the role-play.
- The teacher introduces: *‘Now we will watch the play “**Pick up the litter when you see it**”. Please pay close attention so you can answers my questions about hygiene habits at the end.’* When the characters are ready, the role-play starts. Other pupils can stand around in a circle.
- After the role-play finishes, the teacher thanks the pupils for their enthusiasm. Then teacher asks the whole class questions:
 - *Why is it important to collect litter?*
 - *Why should we pick up litter, even if it was someone else who threw it?*
 - *Do we want to keep our school clean?*
- The teacher asks the pupils how they will tell their parents about throwing rubbish in the right places and gives some suggestions.

CONCLUSION BY ZIGGY

- *“We should throw rubbish into rubbish bins or rubbish pits, both in school and in communities. Please pick it up as you see it and then throw it to the right places. Rubbish thrown olobaot brings more flies and mosquitoes that spread diseases to our people, especially children. Rubbish also pollutes our rivers where we get fish and drinking water from. We need to take care of our Solomon Islands”.*
- The session ends with singing of the Handwashing song.



NOTE TO TEACHER

- If an efficient school cleaning routine is already in place this should be mentioned as an important routine to keep following and improve.
- During the role-play, the teacher can let the pupils change or create details of actual situations, and use their own language. However, the teacher needs to make sure the key message is conveyed completely and accurately.

“Pick up the litter when you see it” Role-play

CHARACTERS

- 1 pupil as **Aldon**
- 1 pupil as **Mango Skin**
- 1 pupil as **Water Bottle**
- 1 pupil as **Biscuit Plastic and Trash**
- 1 pupil as **Germly Fly**
- 2 pupils as **Classmates**
- 1 pupil as **Narrator**



STORY LINE

Aldon walks out to the stage and stands on the left side. He brings out a mango, and peels it off to eat, then throws the mango skin to the ground.

The pupil in the role of **Mango Skin** appears from the right side, falling down on the ground crying: *Oww, it hurts!*

Aldon continues to take out a water bottle from his school bag, drinking water and throws the empty bottle on the ground.

The pupil in the role of Water Bottle appears beside **Mango Skin**, falling down on the ground crying: *Oww, it hurts!*

This time **Aldon** picks out a biscuit from his pocket, eats the biscuit then throws the biscuit plastic on the ground. After that, he takes out books and studies, then crumples a draft plastic and throws it on the ground.

The pupil in the role of Biscuit Plastic and Trash appears beside **Mango Skin** and **Water Bottle**, falling down on the ground crying: *Oww, it hurts!*

Biscuit Plastic and Trash (*looking at the other two thrown rubbish*) say: *How silly the kids are! They throw us on the ground, but we will teach them a lesson.*

All three rubbish speak at once: *Yes, we will teach them a lesson!*

Mango Skin says: *I will create stink to attract flies and mosquitoes to disturb their study* (**Mango Skin** holds his nose with a bad smell face, and waves his other arm - **Germly Fly** immediately comes over, and flies around Mango Skin looking mean).

Water bottle says: *I will cause them to fall down and hurt themselves* (then pulling out another water bottle in his pocket, he puts it under Aldon's feet).

Biscuit plastic and trash says: *For me, I will make their classroom dirty and messy* (runs around the room, littering trash and biscuit plastics everywhere).

Aldon stands up, and then falls down onto the ground as he slips on the **Water Bottle**, he makes a face and cries in pain, and gets up limping. Then **Germly Fly** flies over, hanging around Aldon, rubbing his hands over Aldon's hair, as Aldon waves his arms.

The three rubbish speak together: *It's all because of the kids who have made your class room a mess! (they laugh out loud altogether, holding hands and singing).*

- *Pah-pa-rah, I am your trash*
- *Pah-pa-rah pa-rah, come over dear Germy Fly*
- *Hang around to get stink and germs*
- *Bring diseases to the kids, ha-ha-ha!*

(Note the song should have a tune! We suggest *Africa World Cup Song 2010*)

The two classmates of Aldon step up to Aldon who is still annoyed. One asks Aldon: *Oh, what happened to you?* (then turns to the class and asks the other classmates) *Do you know what happened to Aldon?* (he lets classmates to explain to him).

Classmate 1 says: *This is how he falls into his own trap.*

- *So do you think what Aldon did was right or wrong? Why?*
- *What do we do to keep our class clean?*

Classmate 2 says: *It is simple. Let us sweep and clean our classroom and school!*

The two Classmates each one carries a broom, pushing the 3 pupils playing roles of rubbish together into a pile, and then pushing them back out of the door.

Narrator: - *Look at them, the piles of trash*

- *Ew, our class how dirty now!*
- *They eat and litter in mess*
- *Then they won't clean up the ground*
- *Now my friends, let us "Collect trash every time we see it" so that our classroom and our school can always be clean.*
- *Our class please say out loud this message: "We do not litter, we put trash in bins for our good health and safety!"*

End of story



STEP 5 MAKING OPERATIONAL PLANS

STEP	SESSION	ACTIVITY	MATERIALS
5. Making operational plans	10. Plans for action	Choosing what we want to improve	Card sets Colour crayons
	11. Review of knowledge	Hygiene quiz	Quiz
		Drawing contest	Colour crayons

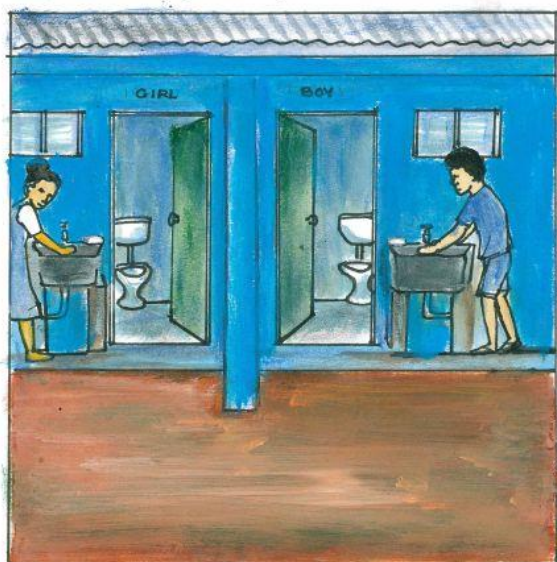
SUMMARY

This step is intended for kids to develop, with their teacher, a plan of action to improve their sanitation and hygiene behaviours. It includes two sessions:

- **Session 10: Plans for action**
 - Activity: Choosing what we want to improve and how we plan to improve it
- **Session 11: Review of knowledge**
 - Activity: Hygiene quiz
 - Activity: Drawing contest

EXPECTED RESULTS

The expected result of this step is that pupils can name good hygiene behaviours and how to maintain these hygiene practices as a part of their every day routines.



ACTIVITY

CHOOSING WHAT WE WANT TO IMPROVE
(PRIMARY AND SECONDARY)

OBJECTIVE

- Help the pupils review good hygiene behaviours to practice regularly and bad hygiene behaviours to stop.



TIMING

- 45 minutes



MATERIAL NEEDED

- 2 sets of “Good and bad hygiene behaviours” coloured cards [S2]
- 2 flip-chart sheets (not in the kit)
- Coloured crayons (at least 1 per student, to be shared)
- Tape or blue tac (not provided)

PRIMARY &
SECONDARY

IMPLEMENTATION

- Ziggy introduces the lesson: *“Hello to you all! Do you remember our last lesson? Did you all practice rubbish collection and keeping the classroom and school clean? What did you do? Did anyone practice these behaviours at home? What did you do? Be sure to always collect rubbish and not to litter, because it is dirty, can make us sick. Today let us review which are good hygiene behaviours to practice regularly and which are bad ones to stop.”*
- The teacher asks the class whether they still remember the identification of good and bad hygiene practices from session 2? Then the teacher introduces: *“This is the set of pictures for both good and bad hygiene behaviours we learned in lesson 2. Our task is to consider them and then choose which behaviours are most important from and rate them 1 to 5 – 1 being the MOST important”.*
- The teacher gives an example before asking the pupils to practice themselves. The teacher selects some pictures of behaviours and sticks good behaviours in one column and bad behaviours in the other column on the board, and asks the pupils: *“Now can you tell me what the behaviours in the left column are? Are they good or bad? We should practice the good ones and stop the bad behaviours”.*
- The teacher will then ask the pupils which picture/behaviour should be in first place at the top as the most important behaviour, and then which is the second most important and so on, changing the order of pictures according to their answers. The teacher checks if pupils understand.
- The class is divided into two groups, each group is given a set of pictures from lesson 2. Each group discuss how to arrange pictures for good behaviours for recommendation and bad behaviours to stop in an order from 1 – 5.
- The teacher explains to the pupils that the pictures in the first column are good hygiene behaviours, which should be practised everyday. And then explains

the second column is bad behaviours which should be stopped forever. The class will add captions to the pictures.

- In groups, the pupils agree on good practices to promote, and commit to practice them everyday for their health, and the health of the whole community. The teacher then helps the pupils to arrange the content on the flip-chart into two columns of good hygiene behaviours to promote and bad ones to stop.
- At this point the 2 groups have agreed on 2 different sets of behaviours to improve or stop. The teacher then facilitates the two groups to discuss and agree on one combined list of priority behaviours to promote or stop in order of importance. The teacher can also “introduce” behaviours that might not have been considered (i.e. use of toilets, handwashing with soap etc.).
- Once one agreed list is created, the teacher asks if all pupils are committed to promote good and healthy behaviours and to give up bad and unhealthy ones. If yes, each pupil who agrees comes over and writes their name on the behaviours list to show their commitment to follow it.
- The pupils should decorate the plastic creatively to make it unique and attractive.
- Pupils should agree on a good location for the list with signatures to be stuck to the wall so it can be seen at all times as a reminder of good behaviours.

CONCLUSIONS BY ZIGGY

- *“Remember my friends, the good hygiene behaviours to practice every time are:*
 - *Using clean toilets and keeping them clean*
 - *Washing your hands with soap (ash or sand) and clean and running water*
 - *Washing your hands with soap before eating and after going to toilet*
 - *Eating cooked food and drinking clean water*
 - *Protecting the environment and keeping the school and community clean*
- The session ends with singing of the Handwashing song.



NOTE TO TEACHER

- Let pupils select and “rank” hygiene behaviour priorities on their own, so they feel ownership of the list. Remind behaviours that might not have been prioritised.
- This is an important activity, so it is necessary to create a lively atmosphere with applause when each pupil comes up to write their name on the list to show commitment of behavioural change for hygiene practice.

ACTIVITY

HYGIENE QUIZ
(PRIMARY AND SECONDARY)

OBJECTIVE

- Understand more clearly the messages of the training.
- Reward the pupils practising good hygiene behaviours.



TIMING

- 45 minutes



MATERIAL NEEDED

- Quiz questions
- Little strips of paper to write the question on (not in the kit)
- 1 box/bowl to hold the questions in (not in the kit)
- (Optional) Small gifts
- (Optional) Camera to take pictures
- (Optional) Sound system: see implementation - version 2

PRIMARY &
SECONDARY

GUESTS (OPTIONAL)

- Pupils' parents
- Representatives from local communities
- Representatives from the school

IMPLEMENTATION—VERSION 1

- If guest participation has been organized, Ziggy starts the session introducing them: *"Hello to you all! Long time no see. Today we are going to organize a fun review session. I would like to introduce to you the attendees, they are..."*(Ziggy introduces special guest – parents, Chiefs, nurses etc. and then the pupils)"
- Quiz questions are prepared in advance by the teacher: the questions are written on small paper strips and then placed in a box or container. If some pupils have difficulties to read, have the questions to be read by a volunteer.
- Ziggy introduces the "Hygiene Quiz" game: *"Now, there are a lot of papers in this box each of which contains a question. Students, please pass the box and each person pick one note. At the end, one by one, you can read your question to the class and tell us if you think the answer is true or false. If your answer is correct, you will get a gift or a big clap; if you are not sure, your classmates can help you with the answer. Alright?"*
 - *Washing of hands with soap is done only in the morning.* FALSE
 - *Toilet olobaot is good as long as nobody can see you doing it.* FALSE
 - *Handwashing with soap (or ashes or sand) can prevent diarrhoea.* TRUE
 - *It's good to put the rubbish in the river or in the sea because the water is flushing it away.* FALSE

- ▣ *Water is safe for drinking as long as it is clear. FALSE*
- ▣ *It is important to wash our hands with water, but soap is not important. FALSE*
- ▣ *Small children can poo everywhere because they are still small. FALSE*
- ▣ *If there's no soap available for hand washing we can use ash or sand to remove germs. TRUE*
- ▣ *If you use toilet paper after going toilet there's no need to wash hands with soap. FALSE*
- ▣ *The flies can spread diseases only among children. FALSE*
- ▣ *Covering of food can prevent diseases. TRUE*
- ▣ *Children's poo is not harmful and does not carry diseases. FALSE*
- ▣ *If someone has diarrhoea it's important to drink a lot of clean water and go to the health clinic as soon as possible. TRUE*
- ▣ *Only adults can get diseases because of not washing hands with soap before eating. FALSE*
- ▣ *Water containers must be kept open always to see if the water is clean. FALSE*
- ▣ *It's good to put rubbish inside toilets. FALSE*
- ▣ *Only girls must clean the house and its' surrounding. FALSE*
- ▣ *To prevent getting malaria we must sleep under mosquito. TRUE*
- ▣ *Cleaning the surroundings and cutting the grass helps keeping mosquitoes and flies away. TRUE*
- ▣ *Why is it important to wash hands with soap and clean water? **(to scrub off the germs and dirt so we don't eat them and get sick)***
- ▣ *What should you use to wash hands if there is no soap? **(ashes or sand)***
- ▣ *Why is it important to throw ashes inside a pit toilet after each time we use it? **(It will keep the pit dry which will stop bad smells – coconut husks and leaves can also be used)***
- ▣ *Why is it important to put a lid on the toilet after each time we use it? **(to stop flies from getting in and bringing germs to our food and water)***
- ▣ *Why does having a toilet protect you? **(keeps poo from bring germs into the environment, protects us when it rains, gives us privacy)***
- ▣ *If we can't find a toilet to use and we have to go in the bush or on the beach, what 2 things should we do immediately afterwards every time? **(bury our poo and wash hands our with soap -or ash or sand)***
- ▣ *What do you do right after using toilet every time? **(wash hands with soap – or ash or sand if no soap is available)***

- *What do worms do to you when they are living inside of you? (they make us sick and weak because they steal and eat all the food we put in our stomachs which stops us from growing as big and strong as we should. They also give us a stomach aches and diarrhoea)*
- *How do you get rid of worms if they are living inside you? (you have to go to the health clinic and get deworming tablets)*
- If guests are present, you can ask if they would like to be included in the quiz and pick a paper note from the box and to give an answer **(but only if they are confident with reading)**. If you include guests, more questions need to be written for the box;

IMPLEMENTATION—VERSION 2

- If a sound system is available, the same quiz game can be made as follows: everyone, pupils and guests, sit in circle of chairs. The teacher sits nearby the sound system and operates it, switching the music on and off. When the music is playing, the box/bowl with questions is passed from one person to the next around the circle. When the music stops, the person that has the box in his/her hands has to pick a question and gives the answer.
- This version is more fun and creates excitement, as everyone will try not want to be “caught” with the box in his/her hands to escape from the question. The teacher can choose a popular song or a “hygiene promotion” song if available.

CONCLUSIONS BY ZIGGY

- At the end of the Hygiene Quiz, Ziggy summarises and emphasises the importance of practicing good, safe hygiene behaviours every day to protect our health: *“Dear kids and special guests, please remember these important topics we have discussed in this quiz today. All of these behaviours are very important to remain healthy, at school and at home. Parents, teachers and pupils you have to work together to make our communities healthier and stronger!”*

ACTIVITY

DRAWING CONTEST (PRIMARY AND SECONDARY)



OBJECTIVE

- Understand more clearly the messages of the training.
- Reward the pupils practising good hygiene behaviours.



TIMING

- 45 minutes



MATERIAL NEEDED

- 1 sheet of blank A4 paper per student (add some more as back-up), (not in the kit)
- Coloured crayons (at least 1 per student, to be shared)
- Black pencils, one per student (not in the kit)
- (Optional) Photocopies of the “*Mi mas wash han*” lyrics to be distributed to the guests
- (Optional) Small gifts (i.e. Tooth brushes, soap), (not in the kit)
- (Optional) Camera to take pictures

PRIMARY &
SECONDARY

IMPLEMENTATION

- Ziggy introduces the topic of this drawing contest, with messages relating to sanitation, environment, water, etc. “*Good morning to all of you! I hope you are all healthy and happy! Today is a special day, since there will be a drawing contest! Before starting let’s have a look on the list of behaviours you want to improve*” (the list with the ranking from 1 to 5 should be still present on the wall of the class. If not, the teacher should have taken note of the choices of the students to confirm their commitment). “*Everyone of you will receive paper and colours. Get inspired by good behaviour you want to promote or by bad behaviours you want to stop in your school and in your community and make a drawing of this*”.
- The teacher involves pupils in a discussion on the topic prior to the contest, highlighting good hygiene practices for health protection. The pupils are encouraged to be creative with their pictures.
- Pupils are provided with drawing paper and pens/pencils. Set timing for completing pictures and remind when the time is about to run out.
- When finished, the pictures are stuck to the board or wall, and pupils will give description of their drawing and the message in the picture.
- A board of judges (the same guests if the activity is carried-out the same day of the “hygiene quiz”, or a board of teachers and other kids) will evaluate the pictures while the pupils gather for singing.
- At least three pupils should be awarded 1st, 2nd and 3rd place in the contest. But all other participating pupils also get awards.
- The teacher summarises the messages from the pictures, encouraging the pupils to share these messages with their family and friends.

CONCLUSIONS BY ZIGGY

- *“Hi, everyone! After this drawing contest I see that of all you are great artists! I am glad you managed to represent so nicely what we have learned together during the CHAST program. I am sure our wonderful guests are impressed and will decide to commit to good hygiene behaviours during their day-to-day life the same way you have! So lets all remember these good behaviours:*
 - *Using clean and well maintained toilets every time*
 - *Wash your hands with soap or ash or sand and clean water*
 - *Washing your hands before eating and after toilet*
 - *Eating cooked food and drinking safe and clean water*
 - *Collecting rubbish and keeping school and home environments clean*
- *Now all of you please show your drawing and let’s take pictures. All our guests today please come with us for pictures”.*
- The session is closed with the song “Mi mas wash han” which teachers, pupils and parents sing together.



NOTE TO TEACHER

- The teacher lets the pupils draw on their own without assisting them.
- The pupils must write their name, address and age on the back of the drawing.
- The board of judges must include other pupils.

STEP 6 MONITORING (FOR SECONDARY ONLY)

STEP	SESSION	ACTIVITY	MATERIALS
6. Monitoring (for secondary only)	12. Planning for monitoring changes and implementation of monitoring	Developing a monitoring plan together	Monitoring template
		Daily monitoring	Copies of monitoring template

SUMMARY

During this step, there is one session that includes 2 activities:

- **Session 12: Planning for monitoring changes and implementation of monitoring**
 - Activity: Developing a monitoring plan together
 - Activity: Daily monitoring

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.

ACTIVITY

DEVELOPING A MONITORING PLAN TOGETHER
(SECONDARY ONLY)

OBJECTIVE

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



TIMING

- 30 minutes



MATERIAL NEEDED

- Monitoring template
- 1 flip chart OR board and chalk (not in the kit)
- Paper, pens

SECONDARY

IMPLEMENTATION

- Ziggy introduces the lesson: *“Hi everyone! So, we have finished the CHAST program. Can you tell me what are the behaviours you have been practicing or improving? Do you feel more comfortable? I know I feel more comfortable and hygienic and healthy. Let us continue these daily good hygiene practices. Today we will learn how to monitor ourselves and our daily hygiene behaviours.”*
- The teacher summarizes the good hygiene behaviours that the class committed to practice in the previous lessons: washing hand with soap and water, using a clean toilet every time, hygienic food handling and eating and drinking, keeping the school and class clean and healthy.
- The pupils are asked why checking and monitoring on their changes in hygiene behaviours is needed. Possible answers can be: promoting the school, checking our self-awareness, or for showing good examples for others, to make sure we can stay healthy at school etc.
- A sample monitoring plan is attached on the black board and each column is explained:
 - a) *What to monitor? (indicators)*
 - b) *What objectives to achieve (qualitative and quantitative)?*
 - c) *How to monitor these objectives? (method)*
 - d) *When to monitor and how frequent? (timing and frequency)*
 - e) *Who will monitor? (people responsible)*
- The class is then divided into three groups to discuss each element amongst themselves. The teacher guides pupils to develop a specific monitoring plan and to fill the columns on flip chart paper. After discussing, the groups present their plans for monitoring and each point is added to the template on the board. Other groups can suggest changes and new ideas to add.

- The agreed monitoring plan will be hung up in the classroom for easier review and discussion.

EXAMPLES OF PLAN FOR MONITORING CHANGES

- **Example 1:** Plan for monitoring changes in handwashing
 - Other indicators can be selected, such as handwashing before meals and after using toilets

Plan for monitoring changes in handwashing					
n.	Indicator (content)	Target (quantity)	Method	How often	By whom
1	Clean hands arriving at school	100% pupils have clean hands	Visual check	Daily	Teacher, class monitor, school health staff...
2	100% pupils have tidily cut nails	100% pupils have tidy, cut and clean nails	Visual check	Daily	Teacher, class monitor, school health staff...

- **Example 2:** Plan for monitoring use and cleanliness of toilets

Plan for monitoring use and cleanliness of toilets					
n.	Indicator (content)	Target (quantity)	Method	How often	By whom
1	Number of hygienic latrines (no excrement, no urine on the floor, no flies...)	100% clean latrines	Visual check	Daily	Teacher, school cleaning group, school health staff...
2	Available toilet paper and rubbish bins in the latrines	100%	Visual check	Daily	Teacher, class monitor, school health staff...

Besides, some other indicators can also be selected:

- No toilet oloboot, no human poo found around the school/bushes
- Properly used and maintained toilets

In order to assess proper use of toilets and maintenance, different criteria are set based on types of toilets found in the school (pour-flush latrines, cistern flush latrines, dry pit latrines) requiring further explanation to the pupils.

DRY PIT TOILETS

- Add ash after every use (is ash available next to the toilet everyday?)
- Presence of a lid (is the lid in place during checks so flies can't get in?)

POUR-FLUSH AND CISTERN FLUSH TOILETS

- Flush water after use (is water available in the toilet everyday for flushing?)

- No hard paper, stick, leaves should go in, to prevent blockages (is toilet paper available in the toilet or form teachers?)
- Faeces must be pumped out in case the pit is full
- **Example 3:** Plan for monitoring school and class sanitation

Plan for monitoring school and class sanitation					
n.	Indicator (content)	Target (quantity)	Method	How often	By whom
1	No trash or rubbish disposed on the ground in the classroom	100% clean toilets	Visual check	Daily	Teacher, school environmental club, school health staff...
2	Clean school yard, no rubbish disposal	100%	Visual check	Daily	Teacher, school environmental club, school health staff...
3	Available bin in the class and school rubbish collected and properly disposed	100%	Visual check	Daily	Teacher, school environmental club, school health staff...

Example 4: Plan for monitoring behavioural change in individual hygiene

Plan for monitoring behavioural change in individual hygiene practices					
n.	Indicator (content)	Target (quantity)	Method	How often	By whom
1	Clean face as arriving at school	100%	Visual check	Daily	Teacher, class monitor, school health staff...
2	Tidy and clean hair as arriving at school	100%	Visual check	Daily	Teacher, class monitor, school health staff...

Some other indicators can also be selected:

- Brushing teeth in the morning after getting up and in the evening before sleeping
- Clean body wash with soap everyday
- Wearing shoes
- Clean clothing



NOTE TO THE TEACHER

- The above tables are only sample plans. The teacher can suggest various indicators including suggestions listed below the tables to help pupils choose more relevant behaviours for monitoring – or new ones you agree on yourselves.
- The choice of indicator should be adapted to the context, since in some rural or low-income areas might be difficult for some families to buy shoes for their children. Carefully consider indicators that might create shame for some pupils, and so not include them. Equally, if a pupil has problems at accessing soap to wash clothes and themselves etc. at home, teachers and the school should be aware and provide support where possible.

ACTIVITY

DAILY MONITORING (SECONDARY ONLY)



OBJECTIVE

- To schedule the monitoring activity in the school.



TIMING:

- 20 minutes



MATERIAL NEEDED

- Photocopies of monitoring template (not in the kit)

SECONDARY

IMPLEMENTATION

- The teacher explains to pupils how to use the developed plan to assess their changes.
- Pupils are advised to carry out assessment on hygiene behaviours for the whole class everyday in the morning including some weekly reviews.
- Everyday during the monitoring, pupils will collect data. The summary of results will be kept by the class.
- Key issues should be discussed, like: why are some hygiene behaviours difficult to practice? What can be done to assist with these difficulties?

CONCLUSION BY ZIGGY

- *“So my friends, now our teacher, our class monitor will be the supervisors who will assess if we have made good change to our hygiene and sanitation behaviours. Please help and support them in performing this important task. Let’s make change happen together!”*



NOTE TO THE TEACHER

- The teacher should support pupils with daily monitoring activities and assist them to address challenges they come across.
- A participatory monitoring approach should be used. This means all pupils should have a chance to participate in the monitoring process, creating competition and interest in all pupils. This will also support commitment to making change.
- The teacher should be able to collect information and review the monitoring sheets with the whole class including the monitoring team, in order to analyse together where there are no changes in behaviour and how to solve the problem.

Conclusion

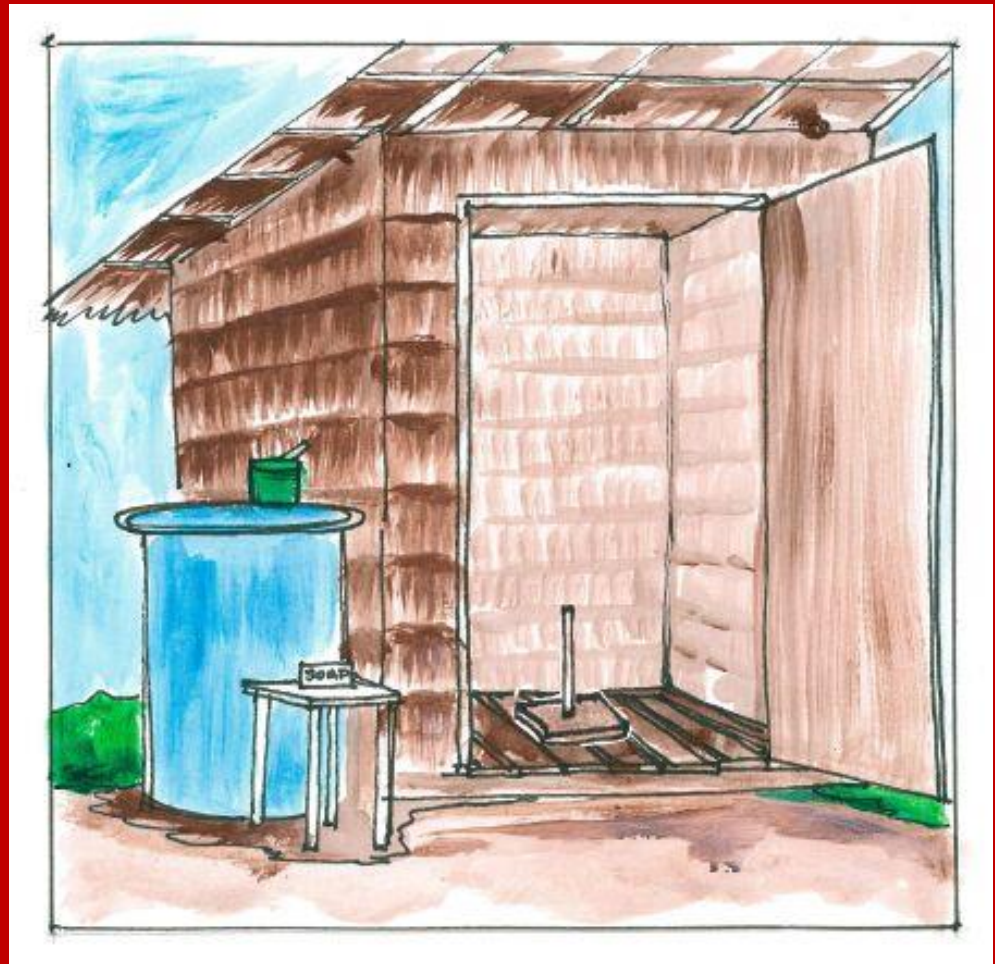
WHAT CAN THE PUPILS SEE FROM THE MONITORING ACTIVITY?

Through monitoring of data and behaviours, pupils can see change and understand different levels of success. Some will succeed in changing daily hygiene behaviours, while others may have difficulties from the start. However, any improvement will be the basis for the pupils’ to adopt good hygiene practices that they will continue into their adult lives, as well as the influence they have on their families and communities.

ADJUSTMENTS TO THE PROGRAM

Monitoring and evaluation is a continuous process. With the feedback of their teacher and classmates, the pupils can draw lessons from what they have not achieved. Based on these lessons, pupils can adjust the action plan of their class. This can bring better results of hygiene behavioural changes.

Also, once all targets have been achieved, pupils can set new hygiene and sanitation targets to improve their school, such as building new toilets and handwashing facilities with parents, starting a community garden to fundraise to buy soap and toilet paper and sanitary pads, or beginning a girls WASH club to talk about issues such as menstrual hygiene management – as well as making sure other good hygiene behaviours are maintained.



ANNEXES

3 ANNEXES

Annex 1 WATERBORNE DISEASES

According to the World Health Organization, 80% of infectious diseases are caused by open defecation (toilet olobaot), unclean water and environment, and unsanitary hygiene behaviours.

Common water borne and hygiene related diseases are:

- Intestinal diseases
- Worm diseases
- Malaria
- Dengue
- Eye diseases
- Skin fungus
- Scabies
- Food poisoning

Intestinal diseases

SEVERITY

Intestinal diseases are very common around the world, and include diseases such as diarrhoea, cholera, dysentery, typhoid, hepatitis A, food poisoning, amoebic dysentery etc. The most common infection is acute diarrhoea, causing dehydration and fatigue, which can also create the conditions for other diseases to develop. Diarrhoea can be fatal if severe, especially for children. It is one of the leading causes of death for children globally. These diseases can also become dangerous epidemics, causing large loss of life as well as economic losses through not working.

TRANSMISSION

Human waste (poo) and animal droppings contain germs, and - without proper treatment - can pollute soil and water, through which germs can enter human body and cause diseases.

- **From unclean hands:** if hands are not washed with soap or another agent (ash or sand) after toilet, or after touching children's waste (poo) germs from hands can get into the mouth when people touch their food to eat it.
- **From insects and other animals:** Flies usually rest on human waste (poo) and then rest on food and water contaminating them with germs. Rats and cockroaches are also transmission agents, bringing human waste onto food and water.
- **From food and water:** Eating uncooked or stale food or drinking unboiled water.

PREVENTION

Possible prevention measures can be taken based on the transmission routes:

- **Keeping hands clean:** washing hands with clean water and soap (or ash or sand if soap is not available) before meals, cooking, and after using toilet,

contact with children's waste and working in the field/farming. Cut and clean under nails often.

- **Eliminating insects and transmission agents from the environment:** flies, mosquitoes, cockroaches and other agents are less likely to come into an environment if environments are kept clean and well maintained, and if people are using toilets with a lid.
- **Constructing and using sanitary latrines/toilets:** no open defecation. Each family should have their own sanitary toilet at their house.
- **Eating cooked food and drinking boiled water every time:** food and water must be cooked/boiled and kept clean, including always being covered to prevent flies and other insects from contact with them.
- **Protecting clean water sources:** wells, water tanks and containers must have lids covering them at all times; latrines/toilets, animal stables and rubbish must be at least 15 meters away from water wells/water source (such as rivers).

Worm diseases

Human excrement (poo) and animal droppings contain dangerous germs, especially worm eggs such as the eggs of roundworm, hookworm, pinworm, liver fluke, etc. Worm diseases in the community are very common, in some places almost every person, or 95% of the population is affected, with dangerous complications. Worms can get inside the human body not only via the mouth, but also through the skin. Worm diseases can be prevented if people eat cooked food, drink boiled water, practice good hygiene behaviours including washing hands with soap every time and using clean toilets with a lid.

SEVERITY

Worms live mainly in human's intestinal system, absorbing food and drawing human's blood, which makes the body weak and ill. They can also cause some dangerous complications such as intestinal obstructions or bile duct obstruction, which can cause death.

TRANSMISSION

One female roundworm lays 200,000 eggs per day. These eggs come out of the human body through excrements (poo), spreading to soil and water sources, and hatching into new worms. The hatched worms then enter the human body through the following routes:

- From food: Worm eggs in excrement (human poo) can contaminate soil and water when people toilet olobaot, entering food or drinking water.
- From hands: Hands contaminated by contact with excrements (human poo) and dirt containing worm eggs, long nails and unclean hands, directly enter the body when food is put into the mouth. Children usually have pinworm because worm eggs stay at their anus making them itch and transfer to hands when they scratch. The eggs then stick to their hands, and the children put their hands in their mouth when they eat, easily transporting the worm eggs inside the body.
- From flies and other animals: Flies grow very fast in human excrements (poo), animal droppings and rubbish areas. Flies spread germs and worm eggs from excrements (poo) to food and water, affecting those who eat or drink later. In

addition, cockroaches, rats, dogs, cats and other animals also have roles in spreading germs to food, water and other house items such as pots, plates and cups.

- Raw vegetables that are not washed clean, and uncooked or raw food will also help worms get inside the human body and cause diseases.
- When skin comes into contact with excrements (poo) or contaminated soil and water, worms can enter. Hookworm larvae usually inhabit soil and water. Through direct contact with soil with bare feet, or bathing with unclean water, the larvae will enter the body through the skin and cause disease.

PREVENTION

- Always keep hands clean: Washing hands with clean water and soap (or ash or sand if no soap is available) before cooking or eating, after using toilet and after working in the field/farming. Cut and clean nails often.
- Always wear shoes outside.
- Do not use human poo/waste for fertilizing: Each family should have their own clean toilet with a lid and handwashing facility and use it properly. Excrements (poo) must be processed well through composting for at least 6 months before it is used as fertiliser.
- Hygienic eating and drinking, covering food and drinks.
- Preventing flies, insects and other animals from reaching food. Eliminating flies, cockroaches, rats, etc. especially through keeping the environment clean, clear and building and using good toilets.

Malaria

SEVERITY

Malaria is caused by the malaria parasite which shelters in Anopheles mosquitoes. People can be infected through the bite of these mosquitoes. Malaria parasites inhabit the bile and haemoglobin cells damaging them and weakening the body. Malaria can become malignant and may cause death without timely and proper treatment.

TRANSMISSION

The Malaria parasite is transmitted from an infected person to healthy people via the agent Anopheles mosquitoes. By taking in blood from infected person, the mosquitoes become infected and through their bite, they transmit germs to healthy people. Anopheles mosquitoes usually prefer to feed at night.

PREVENTION

- Eliminating mosquitoes and places where they shelter and breed
- Clearing bushes, covering stagnant water, to prevent mosquitos laying eggs
- Spraying insecticide regularly
- Soaking mosquito nets with chemicals
- Family members must use mosquito net while sleeping every night, arranging tidily furniture in bedroom
- Keeping the environment clean to prevent mosquitoes from sheltering

- Diagnosing and quickly providing medication for infected people at health centres, so they don't infect other people and get well faster

Dengue

SEVERITY

Dengue can result in shock, hypotension, blood disorders, bleeding from the nose, teeth and skin, and severe cases can cause vomiting and bloody diarrhoea. Dengue can be life threatening without timely treatment.

TRANSMISSION

Dengue can become an epidemic, causing death and economic losses. Dengue is transmitted through the bite of mosquitoes, which take in blood from infected people. One mosquito can transmit dengue to a number of people, thus the more mosquitoes in an environment, the higher risk for more people to get infected.

GOOD CONDITIONS FOR MOSQUITOES TO GROW

Mosquitoes usually lay eggs and grow rapidly in water filled environments such as rain water containers, domestic water containers including flower vase, old tires in the home surroundings, stagnant water or ponds.

PREVENTION

- **Preventing mosquito bites**

Always use a mosquito net when sleeping (especially during the daytime), using mosquito coils. Ensure good management and treatment of patients, preventing them from mosquito bites to ensure others do not become infected.

- **Eliminating places for mosquitoes to shelter and breed**

Clearing bushes, cleaning and tidying house and rubbish pits, eliminating places for mosquito breeding by covering water containers and domestic water pots, to prevent them laying eggs there.

- **Eliminating mosquitoes**

Spraying mosquito control chemicals on regular basis, or using mosquito coils in areas where there is an epidemic.

Trachoma

SEVERITY

Repeated inflammation in eye mucous membrane results in scar in eyelid, making eyelashes curve down and scratch cornea, leading to ulcers and blindness.

SYMPTOMS

People with trachoma often find it irritating and have watery discharge, making the vision unclear, and causing them to rub their hand against their eyes more often, which makes the disease more severe.

TRANSMISSION

Dryness and dust, poor hygiene behaviours, lack of clean water, improper treatment of rubbish, unclean house and flies are often causes to trachoma. This disease is easily transmitted, especially among children. Trachoma bacteria in secretions can

be spread from someone who has Trachoma to someone without the disease very easily - by direct or indirect contact.

- **From hands**

When the trachoma patient uses hands to rub eyes, his/her hands will be contaminated with secretions and will spread Trachoma bacteria to other people via hand shaking or other direct contact.

- **Via towels, clothes, blankets, pillow coats, etc.**

Trachoma bacteria in secretions from affected people can also spread via sharing of towels, clothes, washcloth, etc.

- **From flies**

Flies are attracted by discharge from the eye. As they contact secretions from affected people, they become contaminated and spread to other people. In places where there are many flies, flies become the most popular transmission agent of trachoma.

- **Lack of clean water**

Lack of clean water makes it difficult to practice hygiene behaviours, e.g. infrequent face washing or handwashing with soap. This increases the risk of trachoma infection for us and other people.

PREVENTION

Trachoma can be prevented by practicing good hygiene behaviours and good sanitation facilities and conditions.

- **Individual hygiene**

Wash face multiple times per day with clean water, especially regular face wash and handwashing with soap (or ash or sand if no soap is available) to prevent transmission.

- **Good sanitation facilities and conditions**

Ensure sufficient clean water for household sanitation is available, so that all family members have regular face wash and individual hygiene practice, including soap (or ashes or sand) for handwashing at the important times.

- **Everyone should use sanitary toilets**

Human wastes (poo), animal droppings and rubbish need proper and sanitary treatment by keeping them covered and contained. These materials provide a place for flies to breed and grow, increasing the number of flies in your community which can pass trachoma between people. It is necessary to eliminate flies.

Skin fungus

SEVERITY

Fungal infections are not life-threatening, but they are irritating. The affected skin can lead to hair loss temporarily or permanently. Foot fungal infections cause cracks in the feet or form of vesicles, which can increase the risk of infections and other diseases. Nail fungal infections make the nails thickened, less shiny and easy to break.

TRANSMISSION

Fungal infections are common in warm and humid climates. The infection route depends on each individual, but poor hygiene, wet clothes, shoes, wearing socks regularly can be advantageous conditions for fungi to develop. Fungal infections can be spread among people, via direct contact or indirectly through contaminated objects.

- **Poor sanitary facilities and individual hygiene**

Fungal spores can be found everywhere. If people lack access to water and do not wash or bathe regularly they are at higher risk of fungal infections and transmission.

- **Skin-to-skin contact**

Fungal spores often exist on the skin surface, so it is easy to transmit to other people via direct skin-to-skin contact.

- **Washcloths, clothes, socks, etc.**

Fungus often contaminates washcloths, clothes, blankets, shoes, socks, etc. Thus, sharing clothes, blankets, shoes and socks can spread the disease.

- **Soil and animals**

Fungus also lives in soil and in animals. These are also risk areas for transmission.

PREVENTION

To prevent fungal infections requires sufficient water and available bathing area for regular cleaning with soap (or ash or sand if soap is not available).

- **Floor** must be clean and dry.
- **Bathroom must be private** for convenience, especially for women, so that the whole body can be washed properly .
- **Avoid direct skin-to-skin contact and using same clothes**, washcloths, shoes and socks with affected persons. Dry clothes and iron before use.
- **People who suspect they have fungal infection should** go to see a specialized doctor for diagnosis and treatment immediately, as well as get advice on how to prevent transmission to others.

Scabies

SEVERITY

Scabies is not life-threatening but causes irritating itching. No treatment or improper treatment will lead to wider infection resulting from scratching. Children are especially susceptible to this kind of infection.

TRANSMISSION

Scabies mites spread from affected person to other people via direct or indirect contact.

- **Skin-to-skin contact**

As mites often get out of their crust to move on the skin surface, it is easy for them to spread from one person to another via direct skin-to-skin contact.

- **Clothes, mosquito nets, mats, etc.**

Scabies mites often move from skin to clothes, **underwear, mosquito net and mats, thus a common use of these contaminated objects** can easily transmit the disease.

- **Lack of water**

Lack of access to water limits the regularity of washing and cleaning, which creates good conditions for mites to grow, and increases the risk of transmitting mites to other people. Scabies is often seen in overcrowded places with poor sanitation conditions and poor individual hygiene.

PREVENTION

Avoid direct contact with affected people. Do not use the same clothes and blankets, etc. with affected people. Clothes and blankets, mats, must be washed thoroughly, dried in the sun or ironed before use, or soaked in boiling water if possible.

Scabies mites die within 3 days without contact with human skin, thus, it is best to not wear clothes that may be affected until 3 days after they have been washed and dried. Sufficient water and soap is required for daily washing and cleaning. However, clean washing does not necessarily require much water. The bathing area must be private for convenience, especially women, so the whole body can be washed properly.

Preventing infection by not scratching affected skin, keep nails short and hands clean with soap. Timely treatment is also suggested as soon as the infection is detected, to help heal quickly and prevent spread to other people.

Food poisoning

SEVERITY

Acute poisoning often causes diarrhoea, faeces (poo) may have mucus or blood, stomach-ache, nausea, vomiting, possibly with fever. In some cases, it causes headache, convulsions, and may lead to unconsciousness or even death.

Chronic poisoning: no clear symptoms; after eating contaminated food, the poisons live inside the body long enough to cause dangerous diseases later on.

CAUSES

Contamination of food and water during preparation or preserving food and drinks. Moreover, food poisoning may be caused by chemicals such as acids, pesticides, etc. from the environment which contaminate food or water. If this is suspected the patient must be taken to health facilities for emergency care immediately.

- **Low quality of consumed food**

Water, food, and vegetables contaminated by pesticide, excrements (human poo), food getting stale or mouldy, or metal poisoning. Some foods are poisonous by themselves such as puffer fish, toads, poisonous mushrooms, cassava, budded potatoes etc.

In this Manual we are only referring to cases where poisoning is caused by unsanitary food use.

- **Unsanitary processing of food**

Not handwashing thoroughly with soap before preparing food; using unclean knives, chopping board, and use of unclean water. Unhygienic raw food; food not cooked well, or when cooked food is not kept well.

- **Unsanitary handling of food**

Food is not kept well, contaminated by flies and dirt, or kept for too long generating poisons.

PREVENTION

In order to prevent food poisoning, people are advised to:

- **Select food and drinks/water:**

- Which are fresh, with no decay or strange smell or colour
- Which are not grown or stored near human or animal waste (poo), rubbish or muddy, stagnant areas, and which haven't mixed raw and cooked items, or food that is an unnatural colour.
- Which have label, or expiry date indicated, place of manufacturing,

- **Process food**

- Using clean water source
- Ensure food is well cooked
- Do not mix raw and cooked items or use the same equipment for raw and cooked food
- Wash hands with soap and clean water before touching food (and if no soap use ash or sand to clean properly)

- **Handle/preserve food**

Keep all food in a cool and dry, clean and hygienic place, and cover it carefully to prevent flies or pets touching it. Do not keep food for too long. Time of conservation will depend on the type of food (meat, fish, vegetables) and the storing temperature.

- **Use food**

- Washing hands with soap and clean water before eating and drinking
- Eating food as soon as it is cooked
- Cooking again the left over food before use next time
- Do not eat food suspected to be stale, mouldy or rotten
- Food sellers should not receive money from customers and touch or prepare food at the same time – to avoid contamination from germs on money.

Annex 2 MENSTRUAL HYGIENE AND WOMEN'S HEALTH

FOREWORD

The CHAST program does not directly cover menstrual hygiene because it has a more general approach and targets the whole class as a group. However, we strongly encourage teachers and/or facilitators to organise some separate sessions with only the females in the class and female teachers, parents and health clinic staff if they can attend, to openly discuss menstrual hygiene management and other women's and girl's health issues.

This can be a valuable opportunity to refer girls to a health clinic in case of health problems, as well as a key opportunity to discuss issues like gender based violence and where to get help.

We also encourage these discussions to happen in a safe and private place, where girls can express themselves with no fear of someone (i.e. male peers or male teachers) listening to their conversation.

The Solomon Islands national curriculum already includes this topic, so this can be a good starting point. However, more than the information presented in school books, it is important to create an environment of trust and protection, where girls can express their concerns, and ask for help, if needed.

Some basic concepts of menstrual hygiene management need to be shared and discussed. Here are some suggested areas for consideration:

PREVENTION OF MENSTRUATION RELATED HEALTH PROBLEMS

▪ Good individual hygiene

- Change your pads/tampons at least 3/4 times a day and, or whenever they are soaked. Wet pads if not changed frequently can cause irritations and infections.
- Underwear must be carefully washed with soap and clean water, and dried in the sun or ironed before use.
- Practicing individual hygiene everyday, regular washing/bathing with clean water will help maintain health.
- Keeping the vulva area dry after washing.
- Always wipe from front to back after defecation (poo).
- Do not use bath gel or detergent to clean this area. Ensure clean water and mild soap are used for cleaning the vulva. Do not clean deeply without medical advice, to prevent infectious diseases.
- Underwear and clothes should be made from ventilated materials such as cotton, for easy absorption.
- Always wash your hands with soap (or ash or sand if no soap is available) before placing tampons or pads and after changing them.
- Use condoms to prevent STDs (Sexually Transmitted Diseases), especially during menstruation. The risk of transmission of STIs is very high during menstruation (condoms, however, has to be used correctly and every time for protection from STIs, not only during menstruation).

MANAGEMENT OF SANITARY PADS

▪ Disposable pads and tampons

- Before throwing tampons or pads in the rubbish, make sure you wrap them with toilet paper or with scrap paper or leaves.
- Dispose pads and tampons in rubbish bins. If no rubbish bins are available bury them or ask help from your mother to burn them. Do not throw used pads in toilets.
- If there is no other option (no bin, no possibility to burn or bury the used pads), drop it straight in the toilet pit as long as it is not a water seal pour flush pan as this could easily become blocked.

REUSABLE PADS

- Reusable pads must be carefully washed with soap and clean water, well rinsed, dried in the sun or ironed before use. Place used pads in a plastic bag after changing, until you have the time to wash it.
- Never insert the material inside your vagina.
- Keep unused cloths and pads well (wrapped in tissue or plastic bag) when not using them, so they stay clean.

SEVERITY

Girls and women may be more at risk of infections during menstruation. Some of the common infections associated with the reproductive tract are noted below:

- Bacterial Vaginosis
- Vulvovaginal Candidiasis (Thrush)
- Chlamydia
- Trichomonas Vaginalis
- Gonorrhoea
- Syphilis
- Hepatitis B
- HIV
- Urinary tract infections
- Pelvic inflammatory disease
- Vaginitis

CAUSES OF SOME GYNAECOLOGICAL DISEASES

▪ Poor condition and poor hygiene

Irregular washing and cleaning, poor hygiene, using wet underwear or very closely woven material causing dampness, such as nylon. Particularly during menstrual periods, unclean hygiene can facilitate the development of infections.

Please note that this list and explanation is not complete as these guidelines are not written by medical staff. We encourage open discussion with girl students on this topic as early as possible, and recommend schools seek trained medical professionals and female parents/guardians to support discussions and information.

Annex 3 BETEL NUT CONSUMPTION AND ITS RISKS

Research has revealed there are some serious health risks caused by use of betel nut for chewing. The World Health Organization classifies [betel nut as carcinogenic](#).

There is a link between betel nut chewing with precancerous changes in the mouth as well as throat, laryngeal, and oesophageal cancers.

Other studies have found a strong connection between betel nut and an increased risk of cardiovascular disease, metabolic syndrome, and obesity. Regular chewing of betel nut can also cause gum irritation and tooth decay. Teeth may become permanently stained deep red or even black. Habitual use of betel nut has been associated with a number of long-term adverse health effects: diabetes mellitus, poor pregnancy outcomes and mental illness, addiction and toxic effects.

Regular betel nut use may also lead to dependency and withdrawal symptoms.

Adding tobacco to betel nut-chewing greatly increases the risk of oral cancers.

PHARMACOLOGY

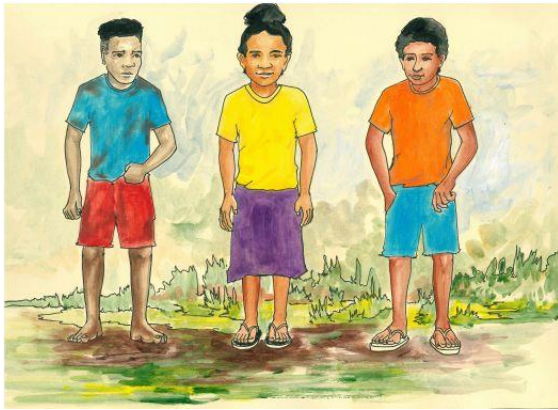
The use of betel nut is associated with both immediate and long-term physiological effects. The immediate effects can occur within minutes of chewing the betel nut because the ingredients are absorbed directly into the blood stream via the oral mucosa, and include:

- Dizziness and heart palpitations
- Heightened awareness
- Hot sensation and sweating
- Epigastric discomfort and diarrhoea
- Increased respiration and heart rate
- Diminished thirst and hunger

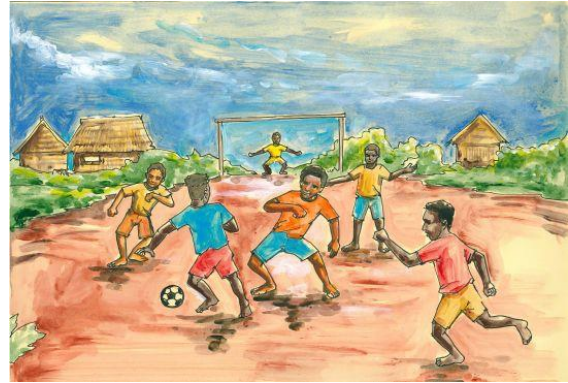
AWARENESS

Encourage sensitisation, education and awareness on its harmful effects for children, young people and adults. Teachers and facilitators have to lead by example, avoiding the practice of chewing betel nut, as well as the tobacco use, on the school premises.

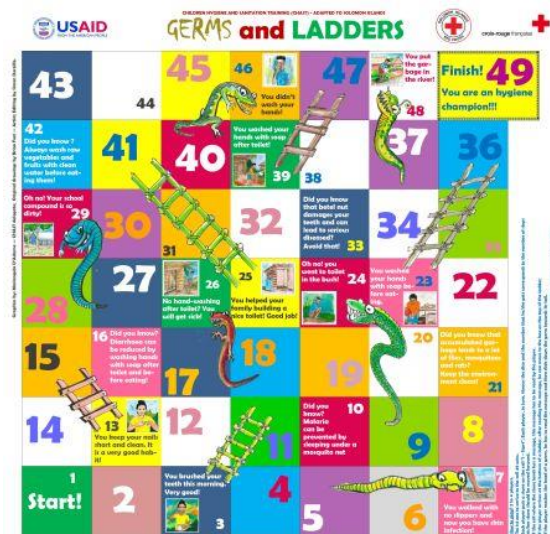
Annex 4 POSTERS



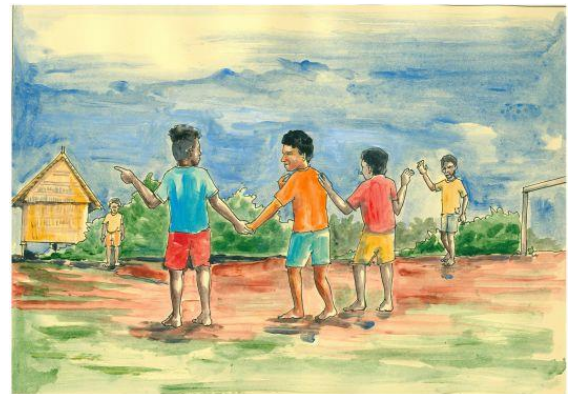
P 1 Aldon, Agatha and David



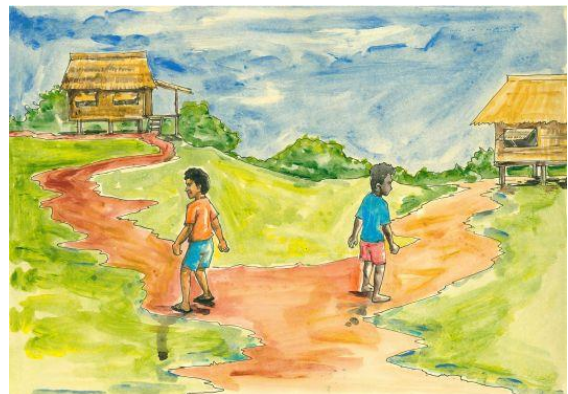
P 4 Kids playing football



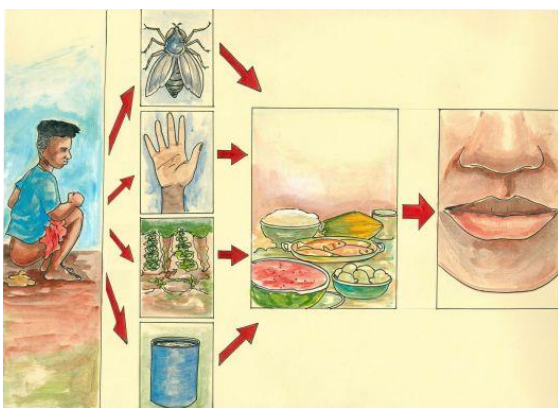
P 2 Germs and ladders game



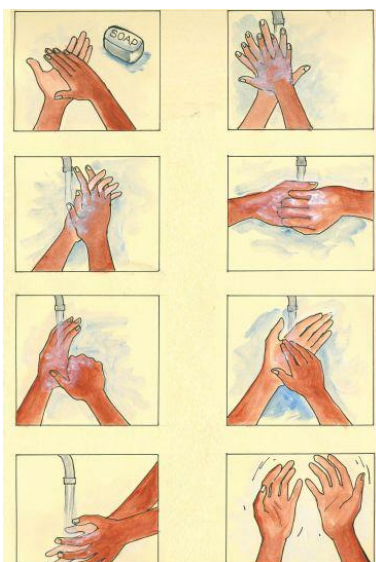
P 5 Kids finishing football



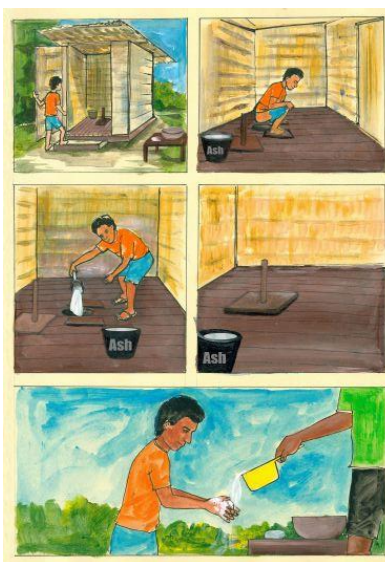
P 6 Aldon and David going home



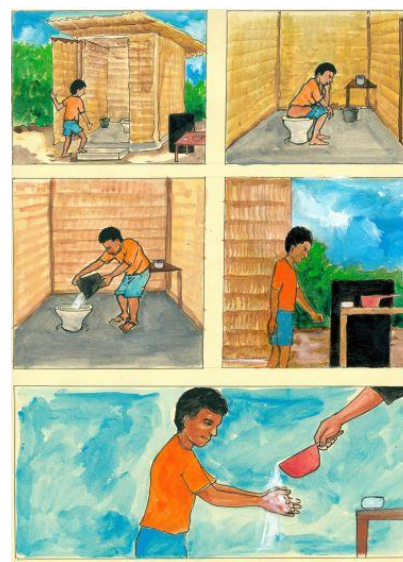
P 3 F-Diagram



P 7 Hand washing



P 8 Using a pit toilet



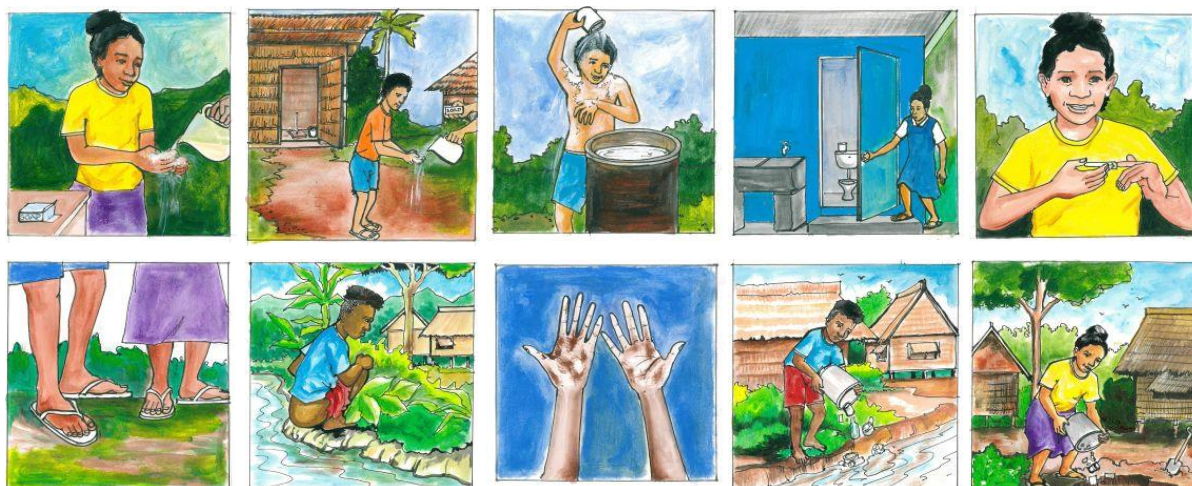
P 9 Using a flush toilet

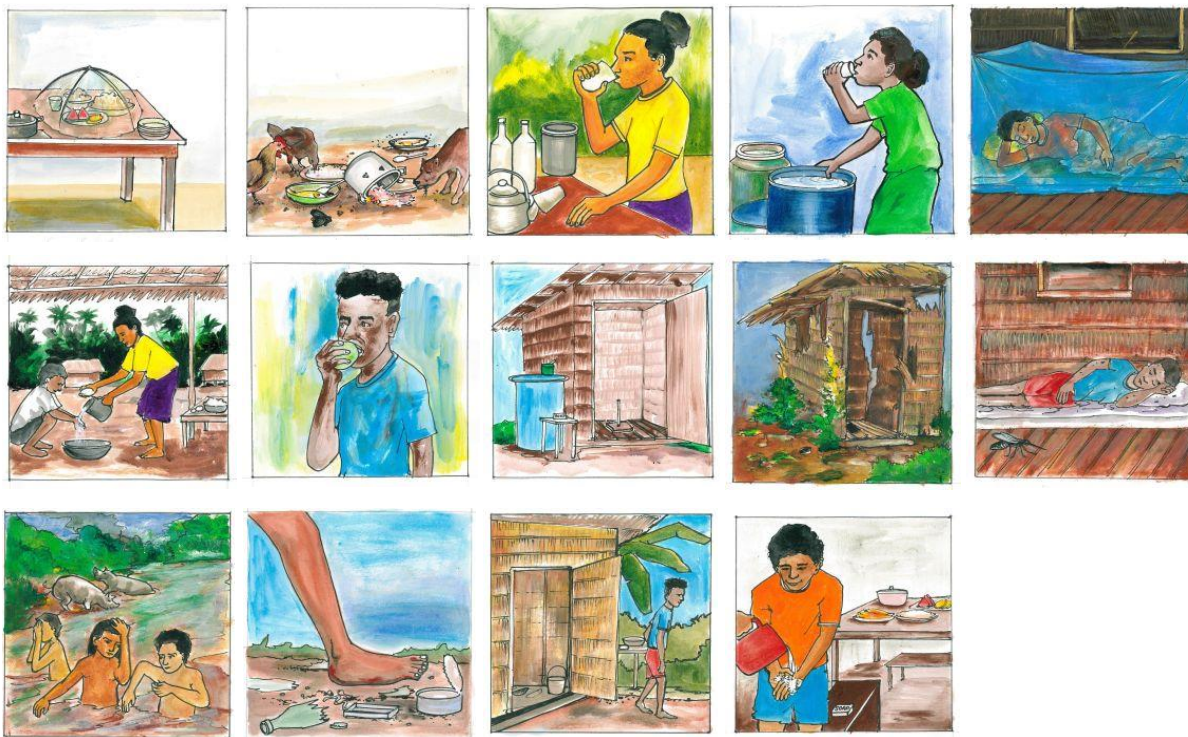
Annex 5 DRAWING SETS

S1 - DAILY HYGIENE HABITS – 3 SETS – 7 CARDS / SET



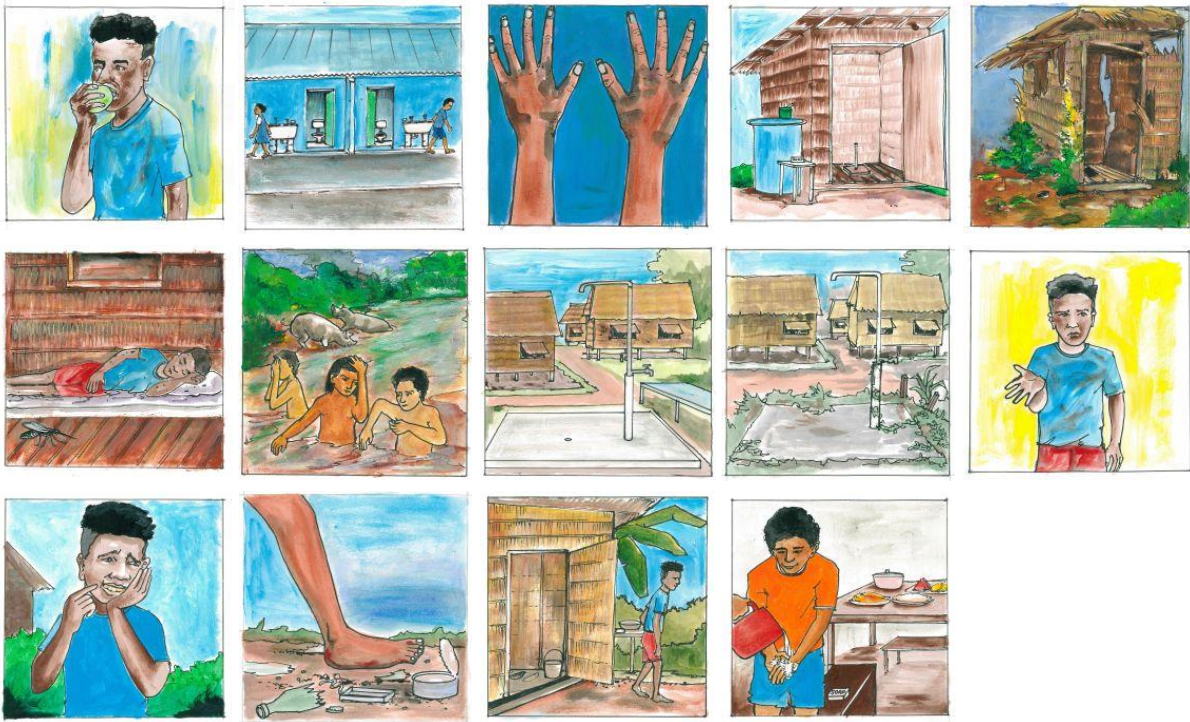
S2 – GOOD AND BAD HYGIENE BEHAVIOURS – 2 SETS – 24 CARDS / SET



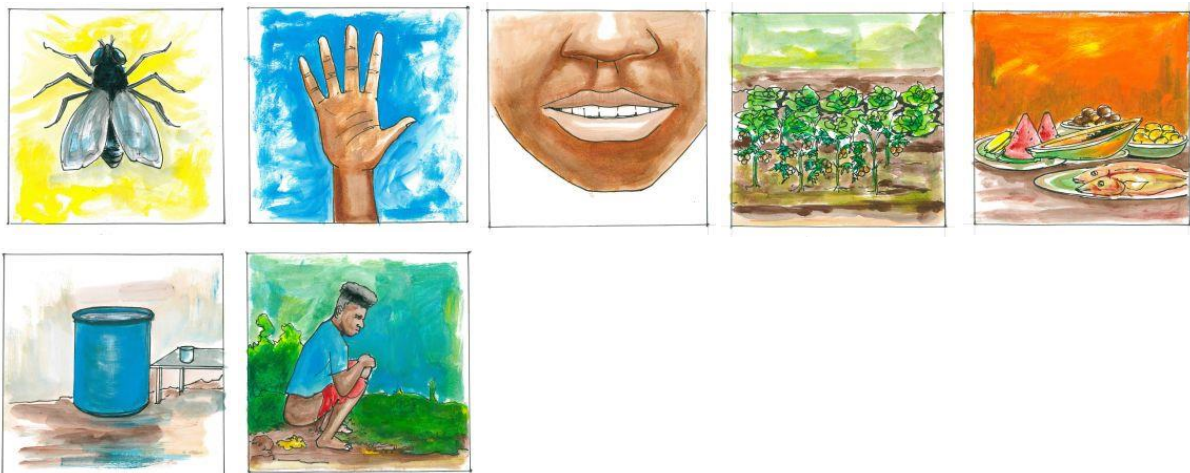


S3 – OPPOSITE HYGIENE BEHAVIOURS – 2 SETS – 34 CARDS / SET

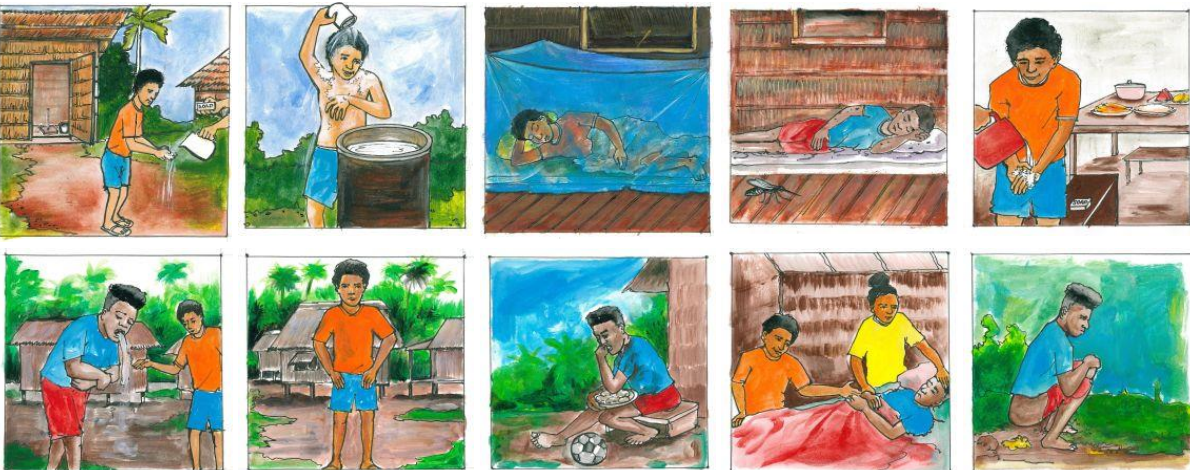




S4 – F – DIAGRAM – 4 SETS – 7 CARDS / SET



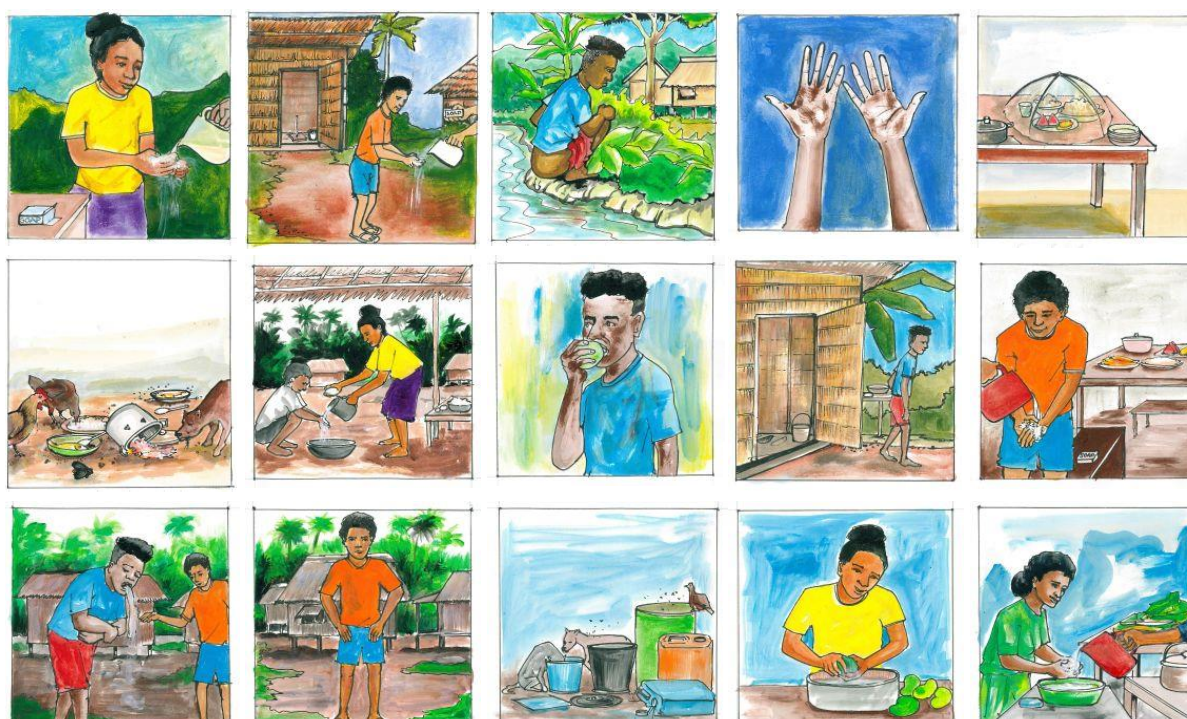
S5 – ALDON AND DAVID PLAYING FOOTBALL – 1SET – 10 CARDS / SET



S6 – BLOCKING ROUTES OF TRANSMISSION – 4 SETS – 9 CARDS / SET



S7 – FOOD HYGIENE – 4 SETS – 15 CARDS / SET



Annex 6 DRAWINGS FOR COLOURING



Drawing 1: Daily routines - Hand washing with soap



Drawing 2 Daily routines - Washing face in the morning



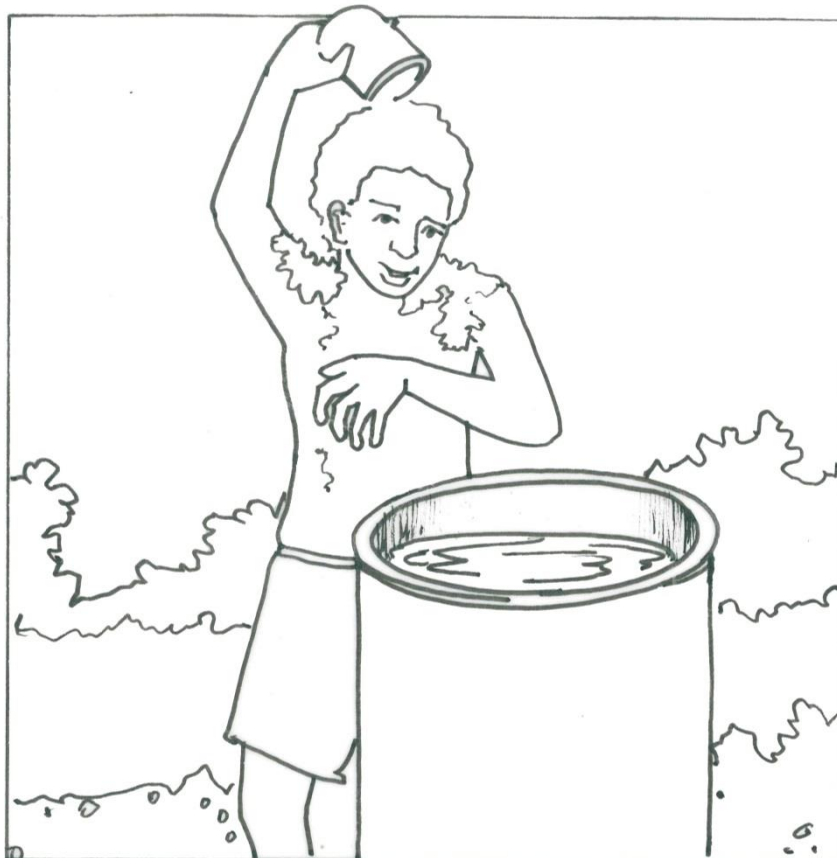
Drawing 3 Daily routines - Brushing teeth in the morning



Drawing 4 Daily routines - Brushing teeth at night



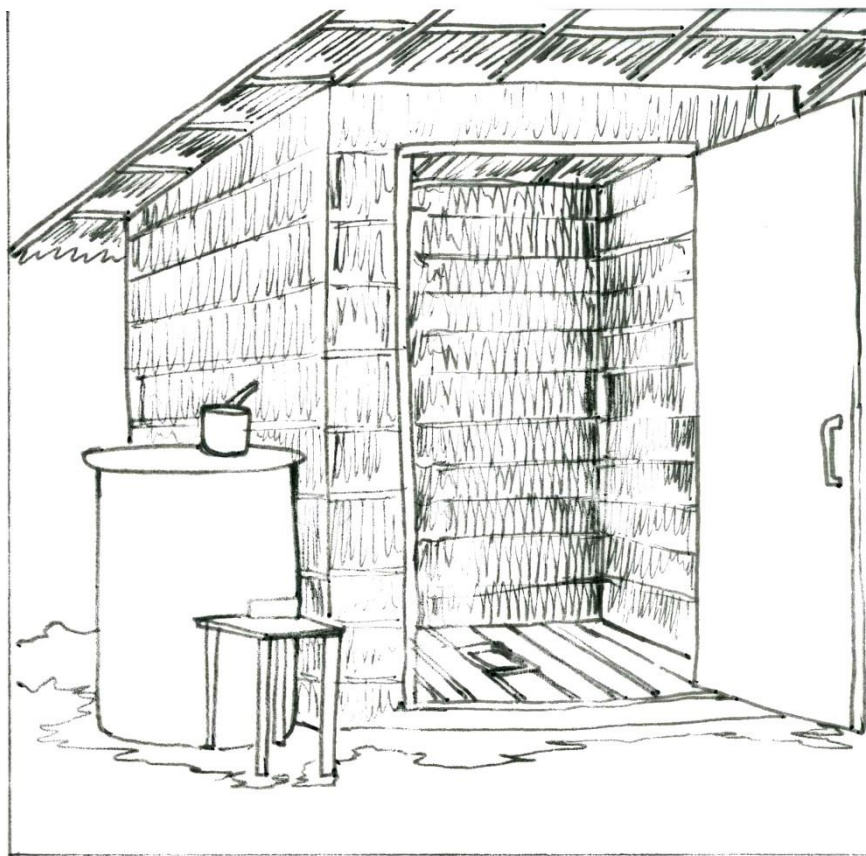
Drawing 5 Daily routines - Washing hands with soap after toilet



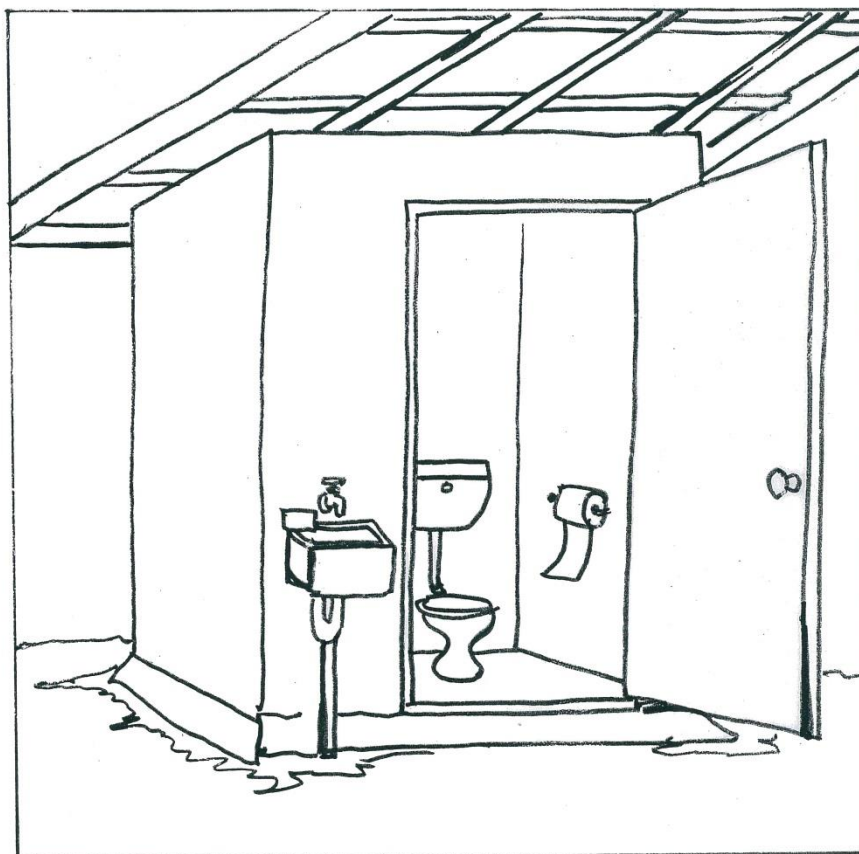
Drawing 6 Daily routines - Taking bath



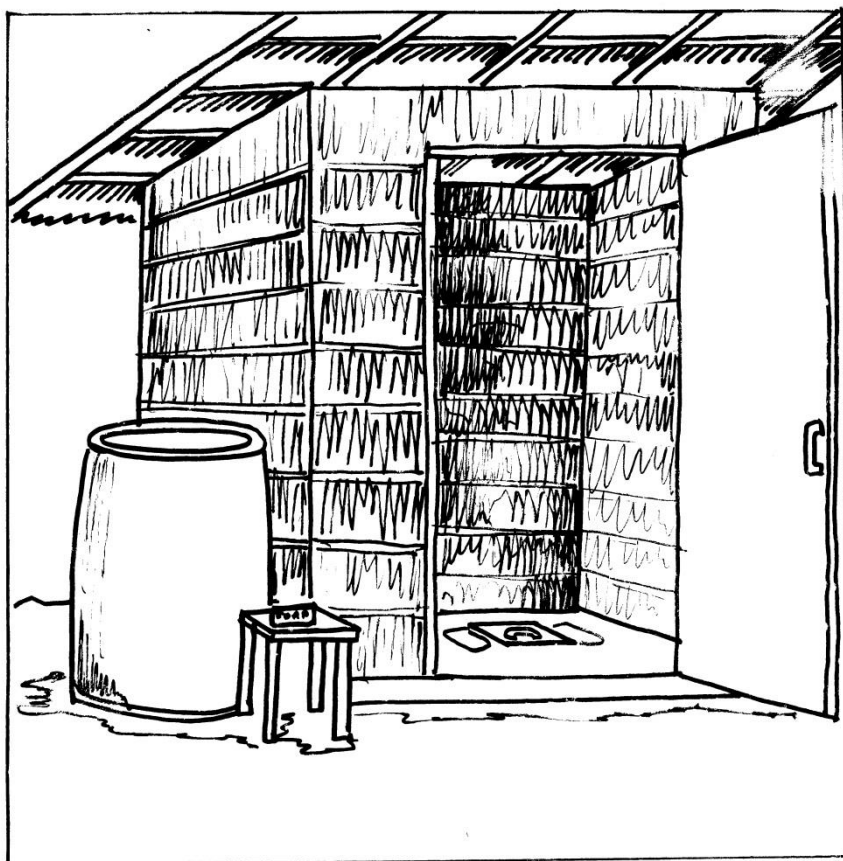
Drawing 7 Daily routines - Going to school toilets



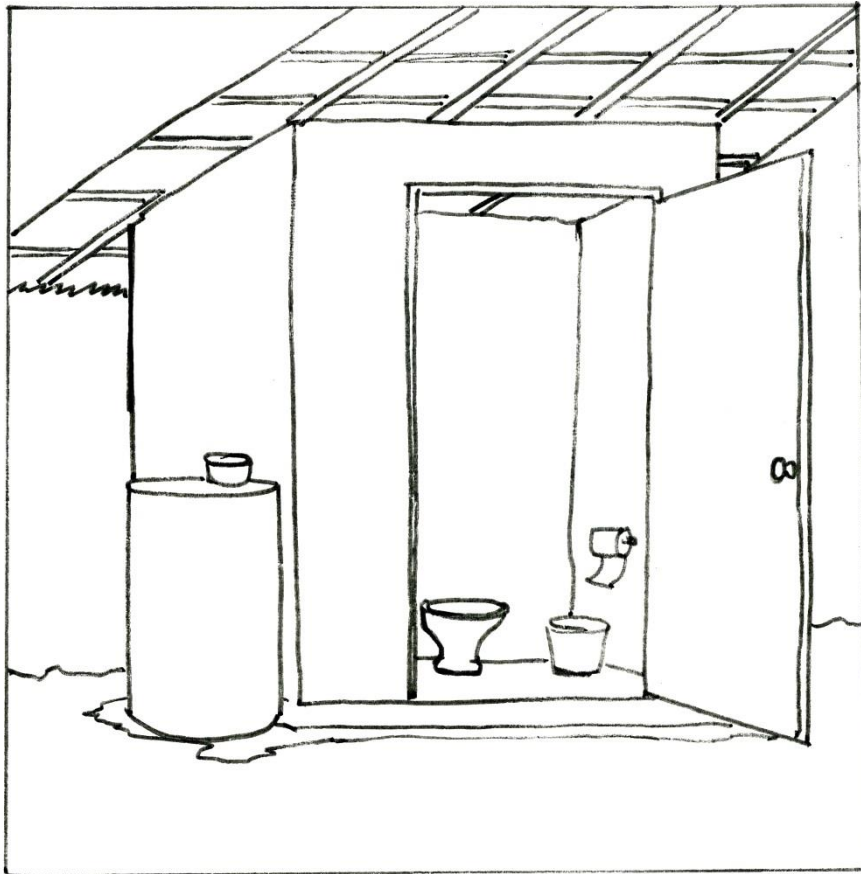
Drawing 8 Latrines - Community latrine



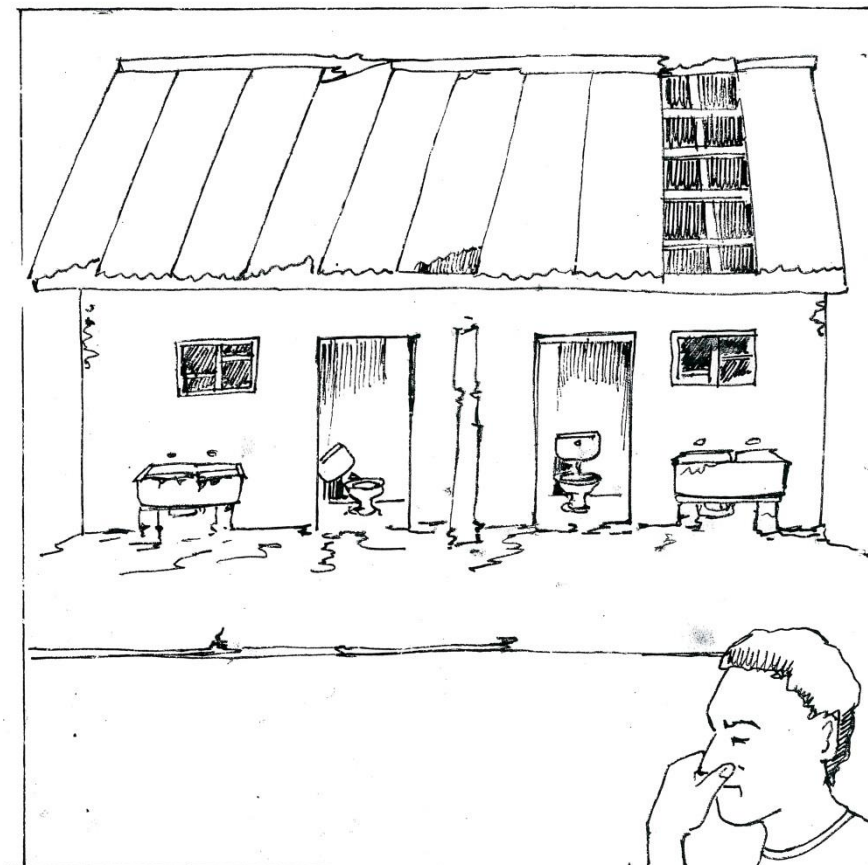
Drawing 9 Latrines - Cistern flush



Drawing 10 Latrines - Dry pit



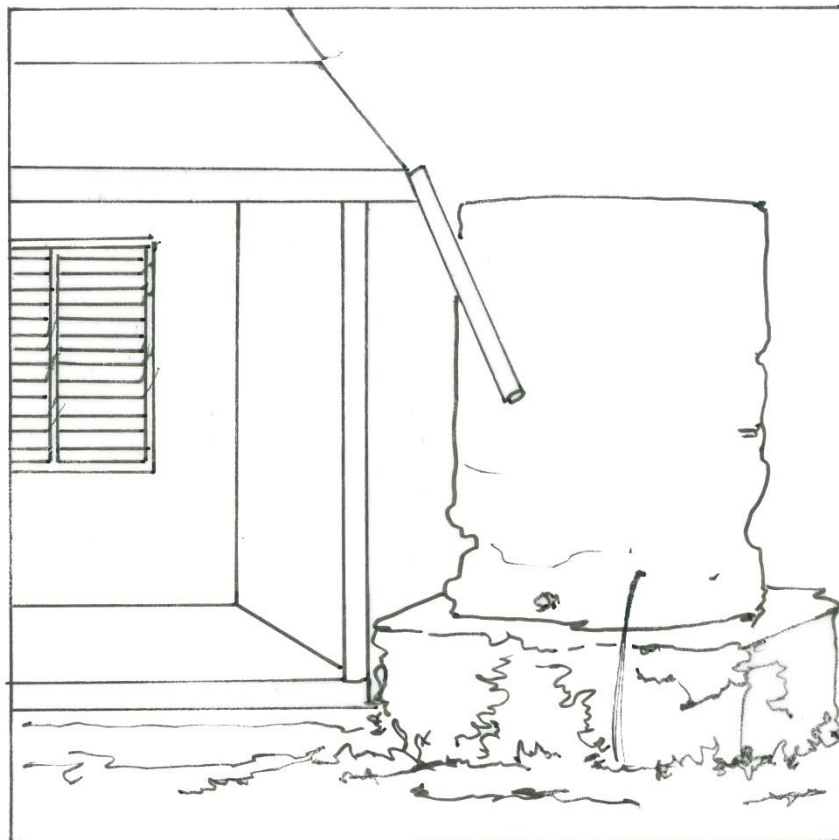
Drawing 11 Latrines - Pour flush



Drawing 12 Latrines - Dirty school latrines



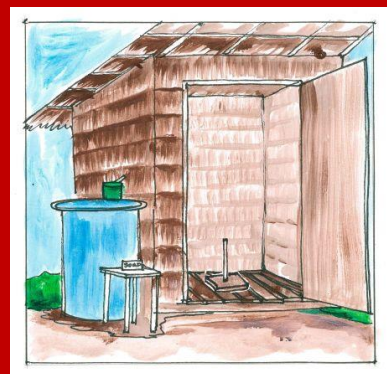
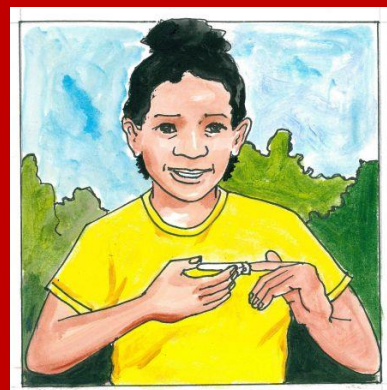
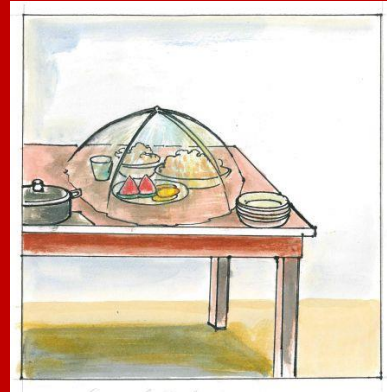
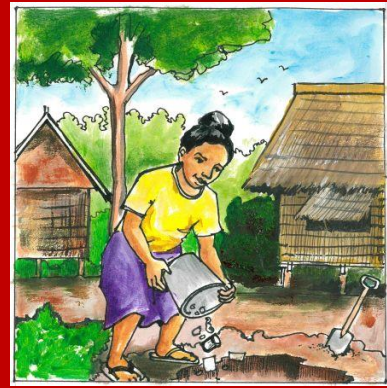
Drawing 13 School - Dirty school compound



Drawing 14 School - Not maintained rain harvesting tank

Annex 7 REFERENCE DOCUMENTS

- *Children's Hygiene and Sanitation Training (CHAST) - Adapted for Viet Nam*, Viet Nam Red Cross, French Red Cross and German Red Cross;
- *Children's Hygiene and Sanitation Training (CHAST) - A Practical Guide*, Caritas Luxembourg / Caritas Switzerland (SwissGroup), 1st edition 2004;
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