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'Expanding Scope of ICR Project' - School WASH

Financially Supported by  
Ein Herz für Kinder" (A Heart for Children), Germany

# WASH ACTIVITIES

FOR SCHOOL CHILDREN

Wash Your  
Hands



This book is prepared under Expanding Scope of Improving Community Resilience (ICR) project-School WASH- supported by German Red Cross (GRC). This book is being distributed among teachers at the project schools in Karachi and Badin Districts of Sindh, Pakistan.

**COMPILED/ PREPARED BY:** Mr Ghulam Rasool Farooqui (GRC Program Coordinator Sindh).

**FIELD TESTING BY:** Project Team Pakistan Red Crescent Society Sindh Provincial Branch.

**VALIDATED BY:** Mr Faisal Khan, Water Sanitation and Hygiene (WASH) department, PRCS National Headquarters, Islamabad.

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**FOR MORE INFORMATION:** • Pakistan Red Crescent Society Sindh Provincial Branch  
• Hilal-e-Ahmer House, Main Clifton Road, Karachi Pakistan

Telephone No. +92 21 35306227-9

🌐 [www.prcsindh.org.pk](http://www.prcsindh.org.pk)

✉ [phq@prcsindh.org.pk](mailto:phq@prcsindh.org.pk)





## MESSAGE

I am pleased to learn that a handbook of Wash Activities for School Children is being published by the PRCS Sindh Branch with the cooperation of German Red Cross Society.

The subject of health and hygiene has always been extremely important but during the pandemic of Covid-19, this has become more important or rather essentials for the children. The Pakistan Red Crescent Society has been involved in improving awareness and training of the children in the schools but also providing hygienic environment by enhancing wash facilities.

I would like to congratulate to all those staff and volunteers who have been working dedicatedly on this project and surely brought some change in the habits of the schools' children by launching good practices as defined in this book.

I am also thankful to the German Red Cross Society and 'Ein Herz für Kinder' (A Heart for Children), for their financial and technical contribution. I wish that this book will be a guideline for rest of the programs related to wash and hygiene for future.

**Kanwar Waseem**  
**Provincial Secretary**



**German  
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Cross**



## MESSAGE

Access to water, sanitation, and hygiene (WASH) is a prerequisite for a healthy child. Changing behavior towards good practices of WASH is the way to create a healthy society. The school is one of the most influential places to disseminate important information in the community. However, teachers are under pressure to complete the coursework and prepare students for examinations in the current educational system. Therefore, they might be reluctant to welcome any additional task or assignment.

Keeping in view this situation, the Pakistan Red Crescent Society (PRCS), with the technical and financial support of the German Red Cross (GRC), tried to integrate the key messages of water, sanitation, and hygiene (WASH) into their regular teaching practices. Project carried out these activities under the 'expanding the scope of Improving Community Resilience (ICR)'-School WASH project for which GRC received funds from "Ein Herz für Kinder (EHfK)" 'meaning "A Heart for Children". These key messages are spread through various activities linked to the various lessons of Islamiyat, Sindhi/Urdu and Science. These are low-cost activities and can be easily carried out at the end of the lessons. They also serve as the practice of the theory concepts like the message of handwashing in the lesson 'Sehat o Safai' is the theory, and the proposed activity 'handwashing steps' is the practice. The selected teachers from each school have already received the training on the same approach. So, in this way, we tried not to introduce this task as a separate task but to integrate it into the day-to-day teaching. We hope that this document will be helpful for teachers to link these suggested activities to their daily education on specific topics.

**Thanks**

**Asif Aman**

**Head of Office, German Red Cross  
Pakistan Delegation**



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# 1 Activity

## Sorting good and bad hygiene and sanitation practices

### Learning objectives

By the end of the activity, children:

- Can distinguish between good and bad hygiene and sanitation practices.
- Can explain why practice is good or bad.

### Duration

- 45 minutes

### Methods

- Two-pile sorting
- discussions

### Materials

- Puppet doll
- Two smiley and Sad posters
- Posters of good and bad hygiene and sanitation practices



### How to facilitate it?

Opening the activity – 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them.
- **Greetings with puppet doll:** “Hello, how are you this morning? I am fine. My name is doll and my favorite color/food/game/song/animal [.....]. Can you please tell me your name and your color/food/game/song/animal?”.  
Throw puppet doll to the children and leave time for a few of them to hold puppet doll and answer the questions. If there are any newcomers, throw puppet doll to them and ask them, one at a time, to introduce themselves.
- **Explain the purpose of this activity:** Using puppet doll, explain to the children that, in this activity, we are going to distinguish between the good and the bad hygiene and sanitation practices and discuss why they are good or why they are bad.

Sorting the good and the bad hygiene and sanitation practices – 35 min –

#### ◆ Prepare for the activity:

- ✓ Place the two smiley posters next to each other on the floor or pin them on the blackboard.
- ✓ Ask the children what the difference is between these two smileys: one is happy, and one is sad.

- ✓ Then place the posters displaying good and bad hygiene and sanitation practices on the floor in a way that all children can see them.
- ✓ Ask the children to look at these posters carefully. Explain to the children that all good practices should be placed under the happy smiley and all bad practices should be placed under the sad smiley.

*Note: This can be done in various ways, the following are three options for your ease.*

◆ **Option 1: Sort the posters one at a time:**

- ✓ Distribute the posters to the children (one poster per child). One at a time, ask each child to come forward and explain to the others what she/he sees on the poster.
- ✓ Ask her/him if she/he thinks that this is a good practice or a bad practice and why.
- ✓ Then let the other children give their opinion. Leave enough time for discussion. Clarify if necessary.
- ✓ Once there is a consensus, ask the child to place the poster either under the happy smiley or the sad smiley. Do the same for all other posters

◆ **Option 2: Sort the posters all together:**

- ✓ Put aside or display 'happy' and 'Sad' smiley symbols
- ✓ Leave all the posters on the floor. Let the children discuss among themselves and place the posters either under the happy or the sad smiley with minimum guidance.
- ✓ Once ready, ask one or two volunteers to explain why they placed the posters the way they did. Make sure that you ask them to explain why practice is good or bad. Leave enough time for discussion.
- ✓ Clarify if necessary.

◆ **Option 3: Sort posters into two groups:**

- ✓ If the group is too large, divide the children into two groups and give half of the posters to each group. In their group, ask the children to look at their set of posters and discuss whether it is a good or bad practice and why.
- ✓ Once ready, ask each group to select one or two volunteers to come forward and place their posters under the happy or the sad smiley.
- ✓ Once ready, ask if the children from the other group agree with the way the posters were placed. Leave enough time for discussion.
- ✓ Clarify if necessary

Closing the activity – 5 min –

End the activity by asking all the children to clap for themselves a different way than usual.



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**Good Habbit**



**bad Habbit**



## 2 Activity

### Germ transfer

#### Learning objectives

- To understand how easily germs are spread.

#### Materials

- Small quantity of washable paint.

#### How to facilitate it?

- ✓ Pretend to sneeze and cover your hands in a washable paint.
- ✓ Then continue as if nothing happened, touching children and things around the room. The children will see the transfer of paint.
- ✓ Explain to the children that just because they cannot see the germs on their hands, it does not mean they are not there. After sneezing, you had germs in your hands and the paint symbolizes the germs.
- ✓ Invite the children to find all the surfaces where germs now live and then invite them to clean the marks off the surfaces.
- ✓ Initiate a discussion on what can be done to avoid that germ spread and make us sick.



# 3 Activity

## Germ transfer - Glitter Ball

### Learning objectives

- To understand how easily germs are spread.

### Materials

- Small quantity of Glittered ball.

### How to facilitate it?

- ✓ Before the game begins, ensure that the ball is dampened and glittered spread over it.
- ✓ Get participants to stand in a circle.
- ✓ Throw the ball around making sure that everyone has a turn in catching the ball.
- ✓ Once everyone has had a chance at catching and passing the ball, ask participants to look at their hands. Ask them what they think this represents?
- ✓ Explain to participants that in this game, the glitter represents "germs". Explain to participants that each day through the activities we do, we find we meet many "germs", some of which can cause serious illnesses.
- ✓ With this information, ask participants what are simple actions that could be taken to avoid getting sick.

*Note: this activity could be facilitated as an introductory activity, leading to the demonstration of the steps to proper handwashing*



# 4

## Activity

### How Germs spread? How to stop it?

#### Learning objectives

- To be familiar with the spread of germs because of bad hygiene practices and actions/practices to stop this spread.

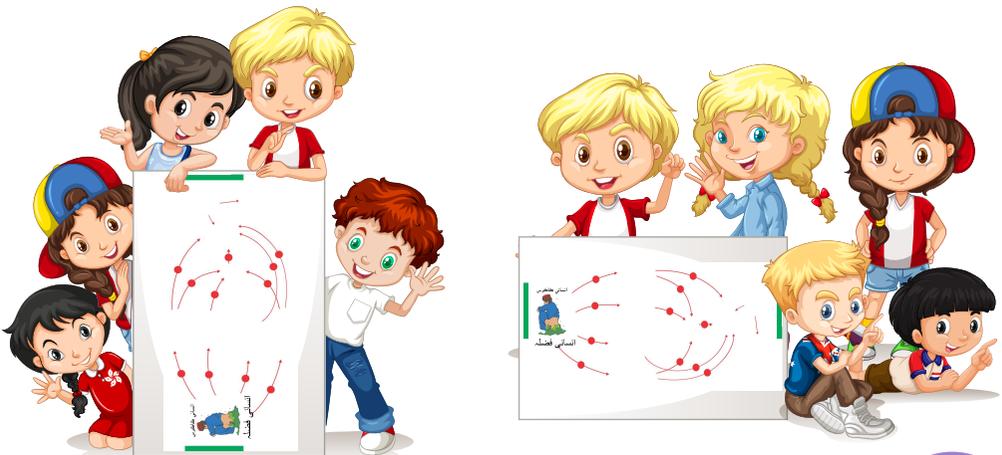
#### Materials

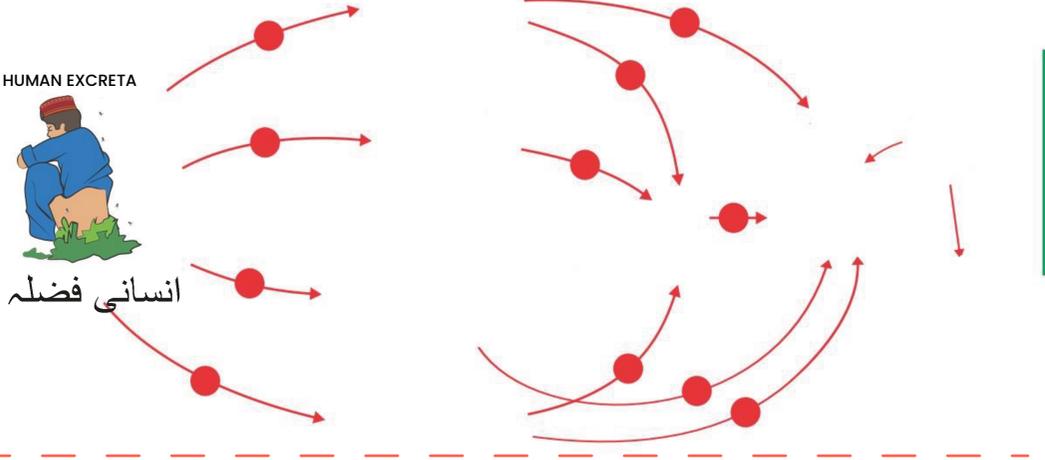
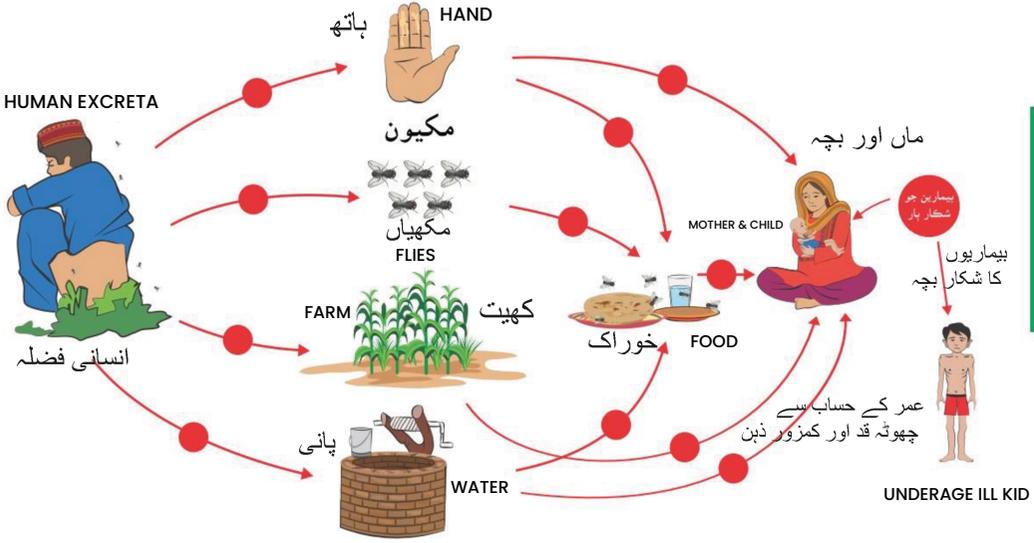
- Set of puzzles (one for each group)

#### How to facilitate it?

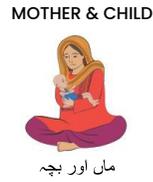
- ✓ Divide the class into various groups (at least five members in each).
- ✓ Ask them to think about answers to these questions for two minutes  
*(Questions: How germs travel/spread? What are key consequences of this spread? How to stop this spread?)*
- ✓ Give the puzzle to each group and set time to finish it. The groups must do the following:
  - ✓ Put the right picture/visual at right place based on their understanding.
  - ✓ Put the spread blockage at right place.
  - ✓ At the end of above step, ask groups to present their conclusion/solved puzzle and justify it. Appreciate each group with various gestures i.e., clapping, thumbs up etc.
- ✓ Show them the F-Diagram and conclude the activity.

*Note: In case of incorrect completion of puzzle by any group, teacher should generate discussion by asking probing questions and let the students to correct it.*





صابن سے ہاتھوں کو اچھی طرح دھونا



# 5 Activity

## How soap works?

What is the effect of soap on viruses?  
You can't see viruses, so we'll use pepper instead.

You will need 3 things for this experiment

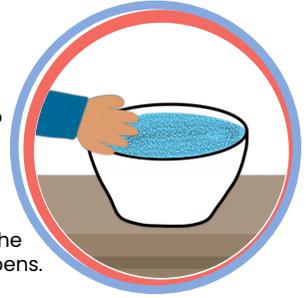
- ✓ Dishwashing soap
- ✓ A bowl of water
- ✓ Black pepper

### TEST 1



**TEST 1: Using only water**  
• Sprinkle pepper in the bowl to cover the surface of the water.

• Touch the surface of the water to see what happens.

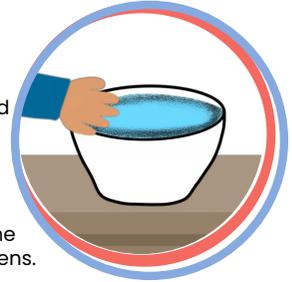


### TEST 2



**TEST 2: Using water and soap**  
• Put a drop of dish washing liquid on the tip of your finger

• Touch the surface of the water to see what happens.



**NOW IT'S YOUR TURN - TRY & SEE!**  
What happens if you try with rice?  
What other things can be used?

FOR MORE KIDS ACTIVITES VISIT



# 6 Activity

## Making a Soap Solution

### Learning objectives

- The children are able to prepare a soap solution as an alternative to soap.

### Materials

- Pieces of soap
- Two empty water bottles
- Water



### How to facilitate it?

- ✓ Ask students to bring empty small water bottles and some pieces of wasted soap.
- ✓ Ask a volunteer student to follow the instruction.
- ✓ Ask volunteer to add the pieces of soap into a half-filled water bottle.
- ✓ Ask him/her to shake well till the soap solution lathers and soap solution is ready. You can help him/her to do it.
- ✓ Ask a volunteer student to use it in handwashing demonstration.



# 7 Activity

## Handwashing Race

### Objective

Children recognize the critical times of handwashing.

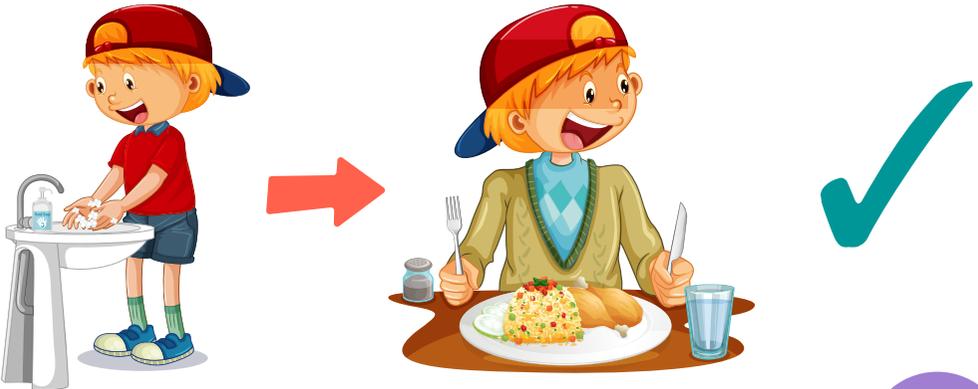
### How to facilitate?

- ✓ Get participants to stand in a line all at the same side of the playing field.
- ✓ Tell participants that each time a set of questions would be read out they would move according to the questions they were asked.
- ✓ The number of steps forward would be told to them by the facilitator.
- ✓ End the activity on highlighting the importance of hand hygiene.

### Questions to ask Participants as follows:

1. When I woke up this morning, I washed my face with .... (2 steps-soap and water, 1 step only water, no step if nothing was done).
  - Example: if the student washed his/her face with soap & water then he/she has to come two steps forward.
2. Before I had my breakfast this morning, I washed my hands with ... (2 steps-soap and water, 1 step only water, no step if nothing was done).
3. Each time, before I have my lunch whether at home, school or anywhere I always wash my hands .... (2 steps-soap and water, 1 step only water, no step if nothing was done).
4. After I finish visiting the toilet I always wash my hands ..... (2 steps-soap and water, 1 step only water, no step if nothing was done).
5. It is must that I always dry my hands after I finish washing them...(2 steps-soap and water, 1 step only water, no step if nothing was done).

*Note: The teachers are advised to add more questions related to hand hygiene.*



# 8 Activity

## Hygiene matching game

### Objective

To learn materials and tools required to practice good hygiene and sanitation habits.

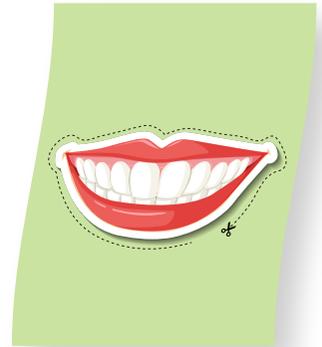
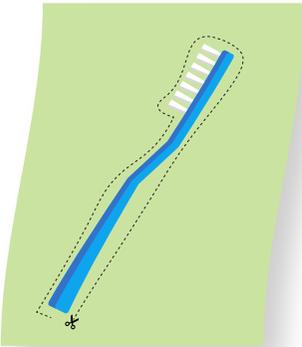
### Materials

- Paper or cardstock
- Crayons and scissors



### How to facilitate?

- ✓ Develop the matching game in advance or do it with the children.
- ✓ In one set, draw tools used for personal hygiene common in your community such as a soap, a toothbrush, fingernail clippers or mouthwash.
- ✓ Then in another set, draw the matching body parts associated to it i. e. hands, teeth, nails, and mouth.
- ✓ Flip the cards over and have the children try to match the tool to the body part.
- ✓ Conclude the activity by highlighting the importance of the personal hygiene.



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# 9 Activity

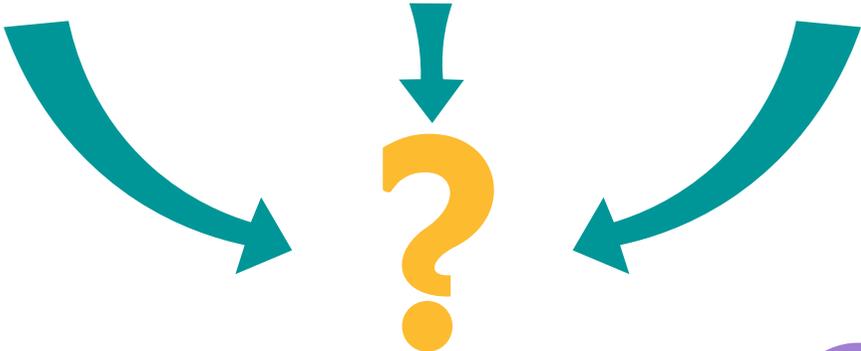
## Hygiene charade – Game

### Objective

To be familiar with and practice all actions and gestures required for good hygiene and sanitation practices.

### How to facilitate?

- ✓ Ask a volunteer to come forward.
- ✓ Ask her / him to think of a hygienic practice such as brushing teeth, coughing into a sleeve or taking a shower.
- ✓ Once ready, ask her / him to act it out without using any words. The other children need to guess what action is being portrayed.
- ✓ The first child that finds the good practice can come forward and portray a different hygiene practice.
- ✓ End the activity by asking children about their learning from this activity.



# 10 Activity

## Clear water isn't clean – Let's find out

### Learning Objective

To demonstrate to children that clear water is not always safe to drink.

### Materials

- 4 plastic water bottles water
- Salt and sugar

### How to facilitate?

- ✓ Take three bottles of drinking water and put salt in one and sugar in the other before the start of the activity.
- ✓ Ask three volunteers to drink the water from the bottles. Most children will trust that because the water is clear, it is of good quality.
- ✓ While drinking, two out of the three children will be surprised to taste something in the water.
- ✓ From there, reflect on the fact that clear water is not always safe to drink.



# 11

## Activity

### Treating water with Moringa seeds

#### Learning Objective

To demonstrate to children how to use Moringa seeds to reduce the turbidity of water and improve water quality.

#### Materials

- Moringa seeds
- Grinder or mortar
- A bowl and a bottle
- Small mesh

#### How to facilitate?

- ✓ Collect *Moringa oleifera* seed pods and remove seeds from pods.
- ✓ Remove seed coat to obtain clean seed kernels: in general, 1 seed kernel will treat 1 liter of water.
- ✓ Crush the seed kernels to obtain a fine powder and sift the powder through a screen or small mesh.
- ✓ Mix the powder with a small amount of water to form a paste.
- ✓ Mix the paste and add 1 cup of clean water into a bottle and shake for 1 minute to activate the coagulant properties.
- ✓ Add to the water to be treated: Stir water rapidly for at least 1 minute then slowly for 5–10 minutes and let the water sit without disturbing for at least 1–2 hours.
- ✓ When the particles have settled to the bottom, the water is ready.

*Note: Moringa seeds is a coagulation technique. To make water safe for drinking, it has to be complemented with filtration and disinfection.*



# 12 Activity

## Waste bins from plastic bottles

### Objective

To familiarize children with waste recycling and waste separation.

### Materials

- 36 clean plastic bottles of same size
- Knife
- Candle
- Trash or sand / soil
- Wire
- Big plastic / jute bag
- Cardboard
- Pens



### How to facilitate?

- ✓ Cut a hole at the bottom of 36 bottles of the size of the bottle cap, so that another bottle can snap right in and not fall out. This can be done with a sharp knife or by heating a knife in a candle for a few seconds.
- ✓ Fill another 18 bottles halfway with trash, soil / sand. These bottles will be used for the bottom row of the bin to give the waste bin some weight.
- ✓ Measure 10 cm from the bottom of each bottle and mark it on both sides of the bottle. Use a candle to heat a piece of wire and poke two holes through the markings of each bottle.
- ✓ Make 3 rows of 18 bottles each. The row of bottles with trash or sand / soil is at the bottom. Snap an empty bottle (with a hole at its bottom) onto each bottle top of the row of bottles with trash or sand / soil and then make another row on top of that.
- ✓ Line up all 3 rows. Start inserting a wire through the side holes of the bottom row. Repeat again for the middle row of bottles and then the top row. To make it easier, keep the bottles in a line as you insert the wire.
- ✓ After inserting the wire through the whole row, bring the two ends of wires together and fix them together with wire cutters. Adjust the bottles so that they are standing as straight as possible. Put a big plastic or jute bag inside and make a sign of what type of waste should be thrown into this bin.



# 13 Activity

## Decode the puzzles

The germs know when you wash your hands, can you decode their list? Washing your hands after doing these things, you will help fight disease.

Use the code key to translate these

Wash your hands after you...

- 
- 
- 

A = x	N = ⊕
B = ■	O = ▼
C = □	P = ◯
D = ◻	Q = ◻
E = ◇	R = {}
F = ◼	S = ☆
G =	T = ☆
H = ◼	U = ⊕
I = ◻	V = ⚡
J = ⊕	W = ◻
K = ☀	X = ◻
L = ◻	Y = ☆
M = ◻	Z = ◻



Once you have done these, make your own secret codes!

Here are some suggestions:

Wash your hands...

- After cleaning up rubbish
- Before you eat
- When you wake up

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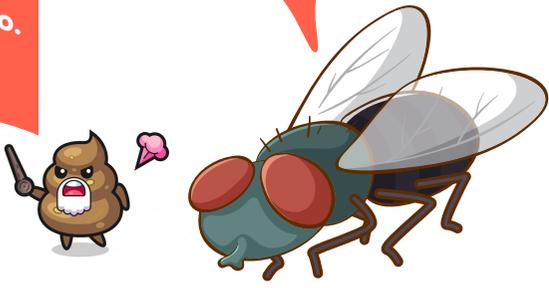
# 14 Activity

## Get to the toilet!

It's always best to poo in a toilet.  
If your home or school doesn't have one, make sure you poo away from the school, far from water sources, and bury your waste after you've finished!

On my legs i always carry POO.  
One speck contains:  
10,000,000 Viruses  
1,000,000 Bacteria  
1,000 Parasite cysts  
100 Parasite eggs

Poo is smelly and it's powerful too.  
That's why it's important to  
Use loo (toilet).



Help Salman find the toilet



Start



What to do if you  
Don't have a toilet  
BURY IT



# 15 Activity

## Wash ladder game

### Objective

Recalling good and bad hygiene actions through ladder game

### Materials

Set of Ladder game, Dice and stones (if you don't have a dice, write the numbers 1-6 on pieces of paper and then put in a bag).

### How to facilitate?

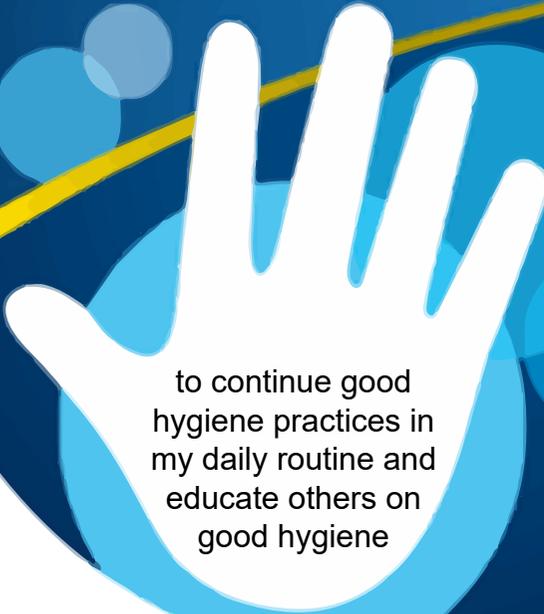
- ✓ This game can be played by 2 to 6 players at one time. Players: 2-6 players can play at one time. Each player needs a stone to place at the number 1, which is the START.
- ✓ The winner is the person who gets to number 49 first. Each player takes it in turn to throw the dice (or choose a number from the bag).
- ✓ This number corresponds with the number of places they move their stone. Each player should read out loud the text in the box where they land. If they land on a LADDER, they get to 'climb the ladder' further up the game. If they land on a GERM, they have to slide down the germ to its tail.
- ✓ Teacher can generate discussion with **"why?"** when someone climb up or slide down.
- ✓ End the activity once it is finished



# Germs & ladders

<p>43</p> <p>Most of the houses in your community don't have toilets causing your illness.</p>	<p>44</p>	<p>45</p> <p>You drink unclean water and you become ill.</p>	<p>46</p> <p><b>Do you know:</b> Hands become source of germ dissemination.</p>	<p>47</p> <p>You did not close the water tap during brushing your teeth. It caused wastage of the time and water.</p>	<p>48</p> <p>Promise that you will have to take care of personal and environmental hygiene.</p>	<p>49</p> <p><b>finish</b></p>
<p>42</p>	<p>41</p>	<p>40</p> <p>You defecate openly.</p>	<p>39</p>	<p>38</p>	<p>37</p>	<p>36</p> <p>You do not wash your hands with water and soap before eating food.</p>
<p>29</p> <p>You household drain is in open ground.</p>	<p>30</p> <p>Cleaning is being taken seriously in your house.</p>	<p>31</p>	<p>32</p>	<p>33</p>	<p>34</p> <p>Fantastic! You know the proper handwashing method/steps.</p>	<p>35</p>
<p>28</p>	<p>27</p>	<p>26</p> <p>You did not cover your food, so you eat 'POO'.</p>	<p>25</p> <p>You eat unhealthy things.</p>	<p>24</p> <p>The new toilet is constructed in your house.</p>	<p>23</p>	<p>22</p> <p>You do not clean the toilet.</p>
<p>15</p> <p>There is animal waste around your house causing germs' spread.</p>	<p>16</p> <p>Fantastic! You through waste in the dust bin.</p>	<p>17</p>	<p>18</p>	<p>19</p> <p><b>Do you know:</b> Germs are small living so impossible to see with human eye. Only can be seen with Microscope.</p>	<p>20</p> <p>You are against the germs. You disseminate the handwashing message in your school.</p>	<p>21</p>
<p>14</p>	<p>13</p> <p>You did not clean the glass and plate before eating the food.</p>	<p>12</p>	<p>11</p> <p>Do you know water can be made drinkable by boiling. Boil at least 10 minutes but twenty minutes is better.</p>	<p>10</p>	<p>9</p> <p>Do you know that each 'POO' piece has:</p> <ul style="list-style-type: none"> <li>• 10,000,000 virus</li> <li>• 1,000,000 Bacteria</li> <li>• 1000 Parasites</li> <li>• 100 Eggs of parasite</li> </ul>	<p>8</p>
<p>1</p> <p><b>Start</b></p>	<p>2</p>	<p>3</p> <p>You brush your teeth today and clean your hand and face with soap</p>	<p>4</p>	<p>5</p> <p>You through the litter on ground</p>	<p>6</p>	<p>7</p> <p>You prepare handwashing system in your school</p>

# I Pledge.



to continue good  
hygiene practices in  
my daily routine and  
educate others on  
good hygiene

Name : \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Signature : \_\_\_\_\_



## REFERENCES

- Clean Hands Save Lives by Live and Learn Environmental Education, Fiji
- Germ -Buster Students workbook by Live and Learn Environmental Education, Fiji
- IFRC Watson Mission [watsanmissionassistant.org](https://watsanmissionassistant.org)
- Preparecenter [preparecenter.org](https://preparecenter.org)



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# Wash Your Hands



FOR MORE DETAILS CONTACT

Pakistan Red Crescent Society Sindh provincial branch  
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