Final draft

Participatory Education Activities for Children and Educators (PEACE)

JOYFUL LEARNING

on Hygiene, Sanitation, Water, Health and the Environment

A Source Book for Lesson Plans

Series on Participatory Education Activities for Children and Educators (PEACE)
Cover photo: Leonie Postma, IRC
Participatory Education Activities for Children and Educators (PEACE)

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Abstract


The Global Joy of Learning on Hygiene, Sanitation, Water, Health and the Environment: A Source Book for Lesson Plans is a guide for teachers and other who want to design participatory learning activities on hygiene and sanitation as part of, or in addition to, their school’s curriculum or other work with children aged 2 to 14. The document is divided into two parts: theory and lesson plans. The lesson plans are organized into three sections: hygiene (including personal and food hygiene), sanitation and water. Each section contains a series of information sheets for planning, implementing and evaluating participatory learning activities on a specific subject. Examples are personal hygiene, safe water transport and handling, protecting local water sources, and locally prevailing disease transmission routes.

Characteristics of the guide are its participatory methodology, the exclusive use of no- and low-cost materials which are easily available and affordable, the possibility to adjust each activity to local conditions and cultures, the combination of hygiene and health education with scholastic education goals and the learning of socio-psychological life skills, such as cooperation and mutual understanding, and the linking of learning activities in schools, homes and communities.

A work in progress
This guide is dynamic and interactive, because it is a work in progress. The present version does not cover all possible topics for every age group in each subject area. Other participatory methods and activities can be added. And although methods, materials and activities stem from different world regions and cultures, the range of options can be widened to better express the wide variety of learning opportunities, needs and methods.

Everyone who helps children between the ages of 2 and 14 learn in a playful manner about hygiene, sanitation, water, health and the environment is most cordially invited to send reactions, criticism, suggestions and additions. In this way, a rich collection of materials can become available which proves how creative schoolchildren, teachers, parents and communities are in improving local sanitation and hygiene practices, knowledge and attitudes in and through schools.

Keywords: school sanitation and hygiene education, participatory methods, lesson planning, knowledge, attitudes, practices, life skills

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PREFACE

Previous work that has led to this guide
This source book for more innovative and effective school sanitation and hygiene education (SSHE) programmes in the developing world is based on earlier work of the authors' organisations. In alphabetic order, they are the IRC International Water and Sanitation Centre in Delft, the Netherlands, Maji na Ufanisi (Water and Development) in Nairobi, Kenya, the Ministry of Education in Lusaka, Zambia, Nepal Water for health (NEWAH) in Kathmandu, Nepal and Plan International in Lima, Peru. The work included the development materials and methods for more participatory and 'fun' lessons on sanitation, water supply, hygiene and environmental health in primary and nursery schools.

Another source is the work done in the Global SSHE project of UNICEF, IRC and the Ministries of Education and other partner agencies in Burkina Faso, Colombia, Nepal, Nicaragua, Vietnam and Zambia. Inspiration also came from the SWASTHH school sanitation and hygiene project of UNICEF and IRC in India. Several of the authors co-developed and - implemented teachers' training programmes in these projects. The e-conference on SSHE, initiated by UNICEF and moderated by IRC in the spring of 2002 also produced new creative learning materials and methods on hygiene and sanitation.

The work on innovative learning for SSHE was so inspiring that six women colleagues who had cooperated in these earlier programmes decided to develop jointly a series of information sheets for school hygiene education that is more creative and participatory. In the summer of 2003, they came together for one week in the Netherlands to develop a draft guide with a first series of these sheets. The workshop was organised by IRC as part of its Knowledge Development and Advocacy (KDA) programme on school sanitation and hygiene education. It was held in Kamperland in North Beveland, the Netherlands from 22 to 28 June, 2003.
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[to be completed with the participants of the 2004 SSHE seminar who provided feedback]
PART 1

PURPOSE, CONCEPTS AND STRUCTURE
1. INTRODUCTION

Purpose and nature of this guide
This (e-) guide contains a series of information sheets for preparing lessons plans for children in primary schools and nursery schools on sanitation, hygiene, water, health and the environment.

The objectives of the information sheets are to:
- provide materials which will help educators to deal with sanitation, water supply and hygiene as part of primary school education and teachers' training
- provide an 'ideas' book for lesson plans on SSHE
- provide 'hands on' learning tools - a guide with not only concepts, methodological and content issues, but with practical learning materials and methods

What is different about the sheets?
- All learning methods and tools are participatory
- All materials are low-cost or free and available in schools or their environment
- Teachers, schools and trainers do not need to buy special materials or kits
- Methods and materials are adaptable to what is culturally suitable and locally available
- Each sheet helps to develop a lesson or lessons on a particular subject for a particular age group
- All learning on SSHE is combined with learning of other skills - scholastic and life skills
- Gender and poverty perspectives are systematically included
- Each sheet can be downloaded and used on its own
- In the printed version, available on request, each sheet has an illustration or photograph of the learning activity involved
- The guide is dynamic: revised, adjusted and expanded versions will be published on the web with acknowledgements of those contributing to next editions (see also the form at the back of this (e-) guide).

For whom is this (e-) guide?
This (e-) guide is meant specifically for teachers who need and/or want to focus on school sanitation and hygiene education (SSHE) in their school. However, it is not restricted to school education on water, sanitation and hygiene. It also provides some useful guidelines and activities that can be applied to topics related to SSHE, such as the protection of the environment, nutrition and the risks and consequences of HIV-AIDS. Those who work in improved sanitation and hygiene in households and communities, or with out-of-school children may find inspiration in some of the participatory methods and tools and/or wish to share their own participatory methods and tools.

Using the document
The document has been prepared with two specific types of use in mind:
- As a reference document when operationalizing, and planning, education on sanitation, hygiene and water supply as an (extra) curriculum activity. In this case, it is advisable to see the document as a book and read it completely.
Information for Lesson Plans

- To learn about, or find inspiration for lessons on, **specific topics**. It is then not necessary to read the entire document. The reader can simply ‘dip into’ and read specific sections with specific activities. To find the information sheets that they require, readers can use the index lists on subjects, participatory methods, learning objectives and age groups at the back of the document.

**Structure of the guide**
This part of the guide, Part 1, provides the introduction, concepts and principles of joyful learning in school sanitation and hygiene education.

Part 2, Information Sheets for Lesson Plans, constitutes the major part of the document. This part contains three types of materials:

- Information to assist in the development of **lesson plans** on different themes and topics in SSHE programmes;
- A large number of **participatory learning activities** for use by the teachers and students in class and in the school environment, as well as in outreach activities and learning assignments in homes and communities;
- **Illustrations** of activities or materials used in classrooms, with parents and community leaders and in teacher-training. Many of the illustrations show participatory activities developed with or by these groups in the participating countries.

Teachers can use the document and information sheets to develop **lesson plans** on SSHE for girls and boys in different age groups. Used in this way, it is a practical ‘hands on' tool with a wide variety of learning goals and activities.

Trainers can use it as a source of ideas for participatory methods when developing a **training programme** for staff in education, health, rural development and even engineering departments and programmes.

Curricula development specialists and staff from Ministries of Education may find the book a useful **reference document** for integrating SSHE and the development of life skills into the primary school curriculum and teacher training programmes.

**Children’s age groups**
The themes within this book are in principle suitable to be worked out for all age groups between the ages of two, when some children may enter a nursery or playschool, and fourteen, the age at which most children have completed their primary education.

To indicate for which specific age group(s) individual sheets were developed, all sheets have been classified by **age group** as well as type of activity, main subject(s) and learning objectives. This classification should be regarded as indicative rather than prescriptive. Teachers can use their own judgment and discretion in deciding how they can use and/or adjust the material. More information about different types of learning needs in the different age groups can be found in the next chapter on Basic Concepts. It is hoped that in a later stage it will be possible to rewrite the guide as an age-group specific document.

The activities use participatory methods and tools which help young children to engage in and benefit from **active learning processes**. Although they derive from earlier work in Africa,
Asia and South America, all activities, materials and methods will need to be tailored further to fit different cultural contexts.

**Ongoing development**

Four areas for further development are envisaged: (1) the compilation and publication of an accompanying package of information for teachers with fact sheets on the different topics addressed in this guide; (2) the establishment of a support mechanism for the training of teacher/trainers in participatory methods of school hygiene education; (3) the documentation and publication of a typical hands-on training course and (4) making an age-specific guide which incorporates the contributions from readers and users of this document.

**You can join this initiative**

The first version of this (e-)guide, which can be downloaded from the internet and is also available in hard copy, is now in front of you. It is, hopefully, not the last one. More work is needed to cover fully the domains of good environmental sanitation, water supply and hygiene in preschool and primary school education. The current sheets can be reviewed to make them suitable for a wider range of conditions. New sheets on the same, and new, topics can be added. All this can help to make learning on water, sanitation, hygiene and health more effective and enjoyable.

All readers, but especially those who work in school education, water supply, sanitation and hygiene, are warmly invited to join in this initiative by:

- giving comments, observations and criticism
- suggesting changes for the current texts and/or illustrations
- telling us how you have used the materials and what your experiences were
- telling us where and why you made adjustments, and with what effects
- sending us your own information sheets or lesson plans for other activities
- or reacting in any other way of your choice

You can find a feedback form and the model information sheet at the end of this document. The authors pledge that all those contributing will get a reaction and that all contributions will be acknowledged in an updated version of this guide. You can send your reactions either to our general address SSHE@irc.nl or to any of the email addresses below.

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Series on Participatory Education Activities for Children and Educators (PEACE)
Information for Lesson Plans

Experiment on handwashing
Zambia, Training of Teacher Trainers in Lifeskills based Hygiene Education

(Photo: Christine van Wijk, IRC)

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2. BASIC CONCEPTS

School sanitation and hygiene education
Programmes for school sanitation and hygiene education (SSHE) go beyond the construction of water and sanitation facilities. Their objectives are also to improve the education and hygiene and sanitation practices of school-going children and the quality of life of the children and their families, now and in the years to come.

Good practices require good facilities, kept clean and used by all children and teachers in an hygienic manner. Good practices also require education that is practice oriented, and builds skills and attitudes next to knowledge.

Addressing sanitation and hygiene in schools is very useful. Young children are far more receptive to new ideas than adults. In their primary school years they can be stimulated to cultivate the habits of good personal hygiene. The promotion of personal hygiene and environmental sanitation in schools can help children to adopt the good habits which will last throughout their adult life.

SSHE programmes reflect a number of important concepts on child education:
- **Effective learning:** Children perform better in a clean and hygienic environment
- **School enrolment and completion by girls:** Lack of private sanitary facilities for girls often discourages parents from sending daughters to school. It contributes also to the abstinence and dropout of girls, especially during their adolescence. Growing girls find it difficult to attend schools that have no or few badly maintained sanitation facilities. They tend to go home during recess and not return.
- **Reduction of cases of infectious diseases and worm infections:** If sanitation and hygiene facilities are absent or are badly maintained and used, schools become health hazards. Children urinate and defecate behind and around school buildings or in whatever vacant space is available. This is a bad practice, a source of spreading infection, and sends strong negative signals to the children and teachers that this is an accepted norm.
- **Environmental cleanliness:** The presence and use of proper water supply and sanitation facilities prevent pollution of the environment and limit health hazards for the community at large.
- **Implementing child rights:** Children have the right to be as healthy and happy as possible in their given circumstances. Good sanitation and hygiene practices contribute to less disease, better health and better nutrition. As many children around the world fall in the 'mildly malnourished' category, any measure to protect them from slipping further is a significant investment in human resource development and happier childhoods.

The age-based child learning cycle
This document is primarily a source book for making lesson plans with participatory learning activities for children going to primary and pre-primary (nursery) school.

The four age groups of these children are:
- Pre-school age (2-4 years)
- Early primary school age (5-7 years)
- Middle and later primary school age (8-11 years)

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Children who learn do so in different ways and at different moments of learning. The differences of how and when children learn are summarised in the four stages of the child learning cycle:

- **Exploration:** children have the opportunity to **undertake activities** related to specific learning subjects and goals
- **Experience:** each child has an ample chance to have their **own experiences** while expanding their knowledge on a particular subject
- **Expansion:** children like to interact with each other based on what they have learned from their personal experiences. The interaction helps them to **consolidate, share, and expand their learning with others**. Expansion may happen in many ways: in peer groups, with children of other age groups, with the teachers and with parents and siblings at home and in school
- **Evaluation:** teachers and children **evaluate the learning results** through a variety of activities to know the outcomes and impacts and undertake further strengthening

These four stages occur in the learning processes in all age groups. A lesson or lessons can include some or all of these learning stages.

Which **skills**, **knowledge** and **attitudes** children learn and to what extent they can actively **participate** in school water supply, sanitation and hygiene projects depends on their particular age group. The following list comes from the book *Child-friendly hygiene and sanitation facilities at schools: Indispensable to effective hygiene education* by Jaap Zomerplaag and Annemarieke Mooijman which will soon be available as an acrobat document from the SSHE website at www.irc.nl.

**Pre-school age (2-4 years)**

**Skills:** Two to three year olds enjoy learning new skills. They are gaining control of their hands and fingers and enjoy playing with and manipulating objects. Their language is developing rapidly and they act more independent. Three to four year olds have a longer attention span. They like to test their physical skills and courage with caution. They can make choices and take some responsibility when given the opportunity.

**Knowledge and attitudes:** Adults are the ultimate role model. They can help young children develop good sanitation and hygiene habits. The children respond to praise and encouragement and are quite aware of how others respond to them. They use these experiences to develop their own self-concepts.

**Participation:** In this age group, children are mainly users of water and sanitation facilities. They are generally too young to participate in planning, operation and maintenance activities. However, they can help with the decoration of the facilities. The teacher can also start playful activities to ‘clean’ the facilities or refill the water reservoir of a handwashing facility. These are, however, learning activities rather than participation activities.

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Early primary school age (5-7 years)
Skills: Children of this age group are very imaginative. They discover the world and their own capabilities in a playful way. In the meantime, they gain self-confidence and make the first steps towards independence. They like to imitate older children and adults.
Knowledge and attitudes: They experience the positive effects of personal care for their appearance (body washing, hair combing, teeth brushing). They tend to value things in a simple way: looking and smelling good means to feel good.
Participation: In this age group, children can start to be actively involved in design, planning, maintenance and operation of SSHE facilities. They are, however, not yet able to take full responsibility. Adults or older children should do this. Implementation has to be under close guidance of adults, including for safety reasons.

Middle primary school age (8-11 years)
Skills: Children of 8 years and older show responsibility and interest for their own well-being, health and hygiene. They can work well together with others and discuss experiences and practices with friends.
Knowledge and attitudes: From this age on, boys and girls become aware of the consequences of poor hygiene practices. They begin to see relationships between theory and practice although they find abstract concepts still difficult to understand. They like watching and taking part in practical demonstrations and are very helpful. They also like to be given particular responsibilities. At this age children also learn that different means or practices can lead to the same overall result and therefore comparing possible solutions is necessary.
Participation: Students of this age can be involved as groups in activities to plan, maintain and manage SSHE facilities. They can also be given partial responsibility for implementation, maintenance or operation, such as filling reservoirs, cleaning, painting, etc. The overall responsibility should be with adults or older children.

Late primary school age (12-14 years)
Skills: Children start to develop social and analytical skills for exploring their position in the community. They can question gender and socio-economic differences.
Knowledge and attitudes: Children of this age group are aware of their own development and growth. Girls start to menstruate. Their experiences create a desire for gender-related privacy. There is also a starting sensitivity towards gender disparities. They start to understand abstract concepts around hygiene, environment and social relations. They like to have tasks and be trusted to carry them out. They begin to take their own responsibilities and develop a sense of social justice.
Participation: Girls and boys can be actively involved in the planning, construction, operation and maintenance, with more responsibilities than the previous age groups.

Participatory or action learning
Children learn in many ways. In this (e-) guide we focus on learning through participatory methods which encourage children to participate actively in learning inside and outside the classroom. The reader will find many different types of participatory activities, from demonstrations and art to competitions, case studies and (simple) surveys. All allow the

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children to learn about others as well as themselves and their own personal experiences. When used well, all are educational, user-friendly and fun.

**Action learning and children with disabilities**
Action learning stimulates children who are mentally slower. Adjusting the lesson to their speed of development is still needed to account for differences in their physical and mental development age.

For children who are physically handicapped, not all activities are equally suitable. Teachers can address this by being selective and making adjustments, but especially by stimulating that the other children help their handicapped classmates to participate for mutual understanding, joint learning and joy.

**Learning through school health clubs**
School health clubs can help participatory learning for a number of reasons. They can:
- Help children develop skills to organise and plan, implement and evaluate action
- Stimulate safe hygiene behaviour of children
- Help to achieve the proper use of SSHE facilities
- Help properly maintaining SSHE facilities
- Be a means for reaching out into the community
- Develop gender and social equity in how they appreciate and divide hygiene-related work and decision-making

School health clubs can be organised in several ways:
- All pupils of a class may be club members, for example, all class 5 or 6 pupils
- A specific number of boys and girls volunteer for the club from each class
- The teacher selects the club members in a transparent way, for example based on (generally known) criteria of interest, merit and representativeness.

While the latter may be more common, it is probably preferred to have a large group (such as all children in a specific class for each year) or for membership to be voluntary. The first two approaches may lead to a better-motivated and more representative school health club.

Experience teaches that there are some important conditions. School health clubs should only be set up when female and male teachers and the head mistress/master are ready to support the club and students of different sexes, ages and class want to join. Children of both sexes and all classes and nationalities, religions and ethnic groups should be able to become a member. Children and teachers can see whether other clubs already exist in the school which could, and would like to take up health and hygiene related activities. A club should have its own mandate with not only responsibilities, but also well-defined rights and influence. Forming a club with unenthusiastic members and lack of clarity and guidance is not effective and can demotivate children and teachers in implementing improvements.

School health clubs often organise games and competitions on sanitation and hygiene in school and events for parents, whole families, and/or the community at large.

Teachers responsible for SSHE and/or members of school health clubs often have specific responsibilities and authority, ranging from organising and supervising cleaning activities to monitoring and counseling on the personal hygiene habits of students. There are some risks.
of discrimination here, from teachers to children, between the members of the school health clubs and in how club members deal with other children.

Some examples:
- Older or boy club members or those from better-off families give all or more menial cleaning tasks to younger children, girls or children from families with a lower socio-economic status.
- Teachers and/or school health club members supervise and counsel children on personal hygiene without sensitivity and respect from boys to girls, boys to other boys, girls to other girls and/or teachers to children. Without proper guidance and supervision, older children of either sex can for example tease and bully younger ones on their poorer hygiene. The same may happen between children from better off and poor families, and between teachers and - certain types of - students such as girls, and students from poor households and minority groups.

Planning for, and counseling and monitoring on, equity between the sexes and for all cultural groups in doing work and having authority is essential. This also goes for support from teachers. Ideally both female and male teachers will support a school health club.
3. STRUCTURE OF THE INFORMATION SHEETS

The information sheets for lesson planning in this document all follow the same structure.

**General information**
Starting from the left hand upper side of the sheet, you will find information on four key aspects:

- **The overall theme** of the section, e.g. personal hygiene, food hygiene
- **The specific theme** of the lesson(s) that you can prepare
- **The age group(s)** for which the lessons can be developed
- **The participatory techniques** which children and teachers can use during the lesson(s)

**Title**
In the upper centre of the page, the title summarises in a playful manner the main issue addressed by the learning activities. Using nice titles makes it easier for children and teachers to recall the earlier learning. A teacher can for example ask: Who remembers what we learned in "Yoopy scoopy"? In the same way, the children may ask "When can we do the loo race again?"

You will probably have to adjust some titles to the local circumstances and languages; they are given to inspire, not to prescribe. Thinking up new or different titles can be also be a nice activity to do with the children.

**Learning goals**
The sheet also contains the learning goals. They are the **specific aims** which the teacher pursues for every schoolgirl and boy to have achieved at the end of each lesson or set of lessons. The goals are divided in four categories:

- **Knowledge**: the particular gains in theory, logical thinking and or scientific insights which the children can master
- **Attitudes**: the desires, feelings and values which the girls and boys may begin to develop through the lesson. Such attitude change will not happen at once, however. It evolves gradually and progressively over time and needs ongoing stimulation and reinforcement
- **Practices**: the adequate sanitation and hygiene behaviours which the children adopt and demonstrate in school and take with them to promote in their homes
• **Psychosocial life skills**: the development of the children's capacities to deal more effectively with the demands and challenges of every day life. When the learning activities help children to also train their general psycho-social skills such as analysing, problem solving and stress management, they can improve their overall performance and interactions with all the people in their direct environment: their friends and peers, their schoolmates, teachers, family, etc. More details can be found in "Life skills-based hygiene education: A guidance document on concepts, development and experiences with life skills-based hygiene education in School Sanitation and Hygiene Education (SSHE) Programmes", which can be downloaded from the SSHE pages at [www.irc.nl](http://www.irc.nl).

Teaching better hygiene to young children and developing their general life skills are only a small part of the work of primary schoolteachers. Their main task is to meet the total requirement of the school curriculum. The activities on sanitation and hygiene are therefore designed in such a way that they also develop or reinforce other scholastic skills included in the schools' curriculum, such as reading, writing, spelling, geography, arts, arithmetic and mathematics.

**Methods and materials**
Per topic, the sheets give the participatory methods and materials that are used for the different learning activities. There is no need to make expensive investments in acquisition of materials. All activities are based on materials and equipment that are easily available in and around schools. Most material can also be replaced by other types of material that are easily accessible and/or fit better into the local culture. Paper can for example be replaced by slates.

The assumption is, however, that those using the sheets have some experience in working in participatory ways with children through training and experience. Horizontal learning in which young teachers learned the methods hands-on and in their turn trained other teachers was found an effective way to spread knowledge and skills for participatory hygiene education with school-age children.

**Activities**
Each sheet contains the steps to prepare and implement one or more participatory activities on a particular subject. They must be easy to do in class and be suitable for the age group for which they are intended. All activities are carried out by using participatory and playful learning techniques that are attractive for the children to do and help them to learn effectively. When the children have gained experience and insights, there are one or more activities that the teacher can ask the children to do, to practice and reinforce their knowledge, and to share it with other children in school and with their families at home.

**Indicators of learning**
The indicators of learning are meant to help the teachers evaluate to what extent the learning objectives that they planned beforehand have been achieved. The indicators can be monitored and evaluated in ways that are simple and easy to apply. There is also a box which contains the expected main competence(s) which the children may develop and which related to the overall theme of the topics covered.

**Adjusting the sheets**
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There is no single set way to use the sheets. Everyone using the sheets can adjust the sheets to their personal requirements and apply them in a creative manner:

- It is easy to adjust the lessons for other age groups according to the requirements of the teacher. Many of them can also be adjusted for use with adolescent girls and boys, mothers and father, community leaders, etc.

- Lessons are easy to combine. Those with the themes of hygiene and sanitation are directly interrelated. It is therefore possible to make the processes more sustainable by developing new lessons that fit into the overall programme that the teacher designs.

- The lessons do not have a fixed duration or location. It is possible to adapt time and place to the reality of each classroom and/or school.

- Not only the teacher and the girl and boy students are responsible for achieving the intended learning goals. This depends as much on the quality of hygiene and sanitation conditions which the school and the community promote and sustain in line with their resources. The quality of hygiene and sanitation depends not only on the available funding, but especially on the efficient, participatory and equitable management of hygiene and sanitation.

- Finally, incorporating good hygiene and sanitation practices depends also on whether mothers and fathers, and other family members such as siblings and grandparents reinforce at home the habits that the children learn in school. It is therefore important that activities in class are combined with other activities which make the parents aware of sanitation and hygiene, and stimulate them to make their homes into healthy and pleasant places for all members of the family.

To facilitate reaching out to the children's homes, many of the sheets contain also descriptions of activities at home or in the community. School-age girls and boys can do these activities at home without requiring extra inputs or home visits from the teachers. Many activities can also be adjusted for use with mothers, fathers and other family members, e.g. during a parent's day.
INFORMATION FOR LESSON PLANS
Information for Lesson Plans

The 'train game'

(Photo: SEUF, India)
Information for Lesson Plans

Domain:  Hygiene  
Subjects:  Personal hygiene, parts of human body, personal hygiene related ailments

1.1 CLEAN IS BEAUTIFUL

LEARNING GOALS:

Knowledge:
- Children can define good grooming.
- They are able to identify different parts of the body
- They can tell how common diseases spread through poor personal hygiene practices in general - e.g. eye and skin diseases in lower primary school to the correct names, transmission and prevention processes and treatments in upper primary schools).

Attitudes:
- Children appreciate good personal hygiene practices in self and others
- They show willingness to keep their bodies clean

Practical skills:
- Children can demonstrate how to wash/clean different part of their bodies
- Upper primary girls and boys know about hygiene of private parts

Psychosocial life skills:
- Children understand links between poverty and hardships in hygiene
- They can discuss risky practices without discrimination
- They can seek help when experiencing problems with personal hygiene

PARTICIPATORY METHODS:
- Singing
- Pair Work
- Game (Train Game)
- Pick a question from the basket

MATERIALS:
Water, soap, ashes, commercial toothbrush, stick toothbrush, nail cutter, comb, toothpaste, salt foam from plants (if available), flash cards, slips of paper/cards/slates, (felt-tipped) pens or chalk, beans or seeds

ACTIVITIES:

Singing and miming
- Prepare a song for young children that allows them to mime specific habits of personal hygiene. For example:

  "This is the way we wash our face....we wash our face....we wash our face. This is the way we wash our face...early in the morning. This is the way we comb our hair etc. Brush our teeth ...Cut our nails, etc. until all personal hygiene activities have been covered.

- Encourage, in an open discussion, the children to describe their personal hygiene habits
- Teach the children to sing the first couplet of the song.

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- Encourage the children to come up with their own examples of hygiene.
- Invite children one by one to sing and mime what they have done before coming to school.
- Or sing about and mime one habit with them and then ask them to suggest the next habit.
- After singing, stimulate a group discussion on, for example,
  - why each practice is important
  - what you need for it
  - what else you can use, e.g. certain twigs for a toothbrush, ashes for soap
  - for older children: what ages their brothers and sisters start the different habits, if they can help them, and how

**Pair Work**

- Ask the children to prepare drawings on paper or slates of implements used for personal hygiene, or prepare them yourself (in case of younger children). Or bring some actual implements, including of local materials, such as a brush made from a dried plant, a twig for a toothbrush, ashes instead of soap etc.
- Ask the children to form pairs and match the pictures or the implement with the parts of their body on which they will use them.
- Ask them to explain to each other how they are used and why.
- Ask older children to write and read out cards or slates with the names of the implements, the body parts and the verbs for the hygiene practices: to comb, to cut, etc. This helps them to develop also their language skills.
- Ask the older children to discuss which diseases are prevented by using the implements and why.

To vary the activity, and as a refresher exercise, ask the children to put the cards/slates in the centre or mix up the cards/slates. Now ask the children to place them in the right spots.

For another variation, misspell the words and ask the children to spot the errors.

When working with children from different ethnic groups, ask the children to write the names in their own language and do the word and spelling exercises in their own languages as well as in the national language. This activity gives recognition to indigenous languages and at the same time helps stimulate the learning of the national language.

Help children in early puberty to discuss body hygiene by working in small groups of their own sex. Ask them to make drawings, write a story or develop a role play about an imaginary friend or friends to make the subject less personal and so help open discussion.

**Live demonstration**

- Ask some children to prepare a real live demonstration of good and bad personal hygiene habits. They can use actual materials or act the habits, using mime.
- Ask them to either give an explanation of what they show and the reasons why this is good or bad practice, or to demonstrate/mime in silence.
- In the latter case, ask the other children who observe to explain afterwards what they have seen and why the practice was good or bad.

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• Ask older children about the specific diseases that may be passed or blocked by the demonstrated practices, the reasons why such diseases may be passed on and to whom they might be passed.
• Discuss whether good practices are always possible, and why some bad practices do persist.
• Ask the children what they will do to adopt good practices themselves and stimulate them in others.

Train Game
This game combines movement with hygiene learning and habit formation.
• To start off, choose some children to 'man' a number of train stations: the "hair station", "teeth station", "face station", "nails station", etc.
• Make sure that choices are equal and stationmasters are girls and boys from all socio-economic and cultural backgrounds.
• Line the other children up as train passengers. Tell them that the end destination where all children are going is "Our Healthy Home".
• Ask the children to pass each stationmaster and ask each stationmaster to check all the passengers.
• Give each stationmaster a number of beans and ask them to award one or two beans to every child according to their level of hygiene. Older children can give awards on a scale of 1-5, using slips or beans, depending on whether the children are learning to count or add.
• When all children have reached their destination, ask them to count or add up their marks.

The higher the score the higher the level of personal hygiene practice. The activity also helps children develop their skills in numeracy.

Explain that the children who have got lower scores can now improve their scores because they are better aware of the importance of good habits of personal hygiene. Challenge the children with higher scores to maintain these scores.

A note of caution
In the train game, and all other activities on hygiene, there is a risk of discriminating against children who are less hygienic for reasons of poverty or other problems at home. Quality teachers are aware of such problems and encourage and praise them for practicing good personal hygiene with simple means. They also stimulate understanding and social consciousness among the other children. The teacher discreetly helps children with specific problems such as perspiration.

APPLICATION
• Have some equipment for personal hygiene in school, such as a pair of nail clippers. Encourage children to come and ask for using the equipment. Supervise the children in using the equipment and clean it after use.
• Put questions on personal hygiene, drawings of equipment, or real equipment in a box or basket. Ask some children to pick a question from the basket, read the question to the other children and give the answer.

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- Use drawings of equipment or real equipment in a box or basket for younger children. Ask them to pick one in turn and explain their use and benefits.

- As a home assignment, ask older children to list which items for personal hygiene are present in their homes, such as a comb, soap, a nailbrush, a nailcutter, etc.
- In class, ask the children to give the name of the first item, write it on the board (or let the children do this) and then tally, or let them tally how many children have the item at home.
- Do the same with the next item, until all items have been listed.
- Use this information to let the children do some numerical exercises, such as counting the tallies and writing the totals in figures behind them, ordering the items from most to least present, and for older children ask them to calculate the average numbers of each item for the class as a whole.
- Finally, help them analyse what the findings tell about strengths and weaknesses of personal hygiene.
- Discuss where and how improvements can be made.

INDICATORS OF LEARNING:
- Children can name the parts of the human body and link them to hygiene habits
- They can mention risk factors of poor personal hygiene practices and benefits of good personal hygiene practices.
- They can demonstrate and explain how to properly wash hands, brush teeth, wash face, etc.
- They can mention all daily and weekly good personal hygiene habits
- Children aged 12-14 feel safe to discuss personal body hygiene and can do so respectfully
- Teachers observe and counsel children on personal hygiene practices with understanding and without discriminating children in difficult circumstances or causing them embarrassment

Competence: Positive personal hygiene practices
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Monitoring handwashing in a Colombian school

(Photo Stef Smits, Cinara)
Information for Lesson Plans

Domain: Hygiene  
Subjects: Personal hygiene, parts of human body, health impacts  
Age groups: 2-14 years

1.2 I AM A "WELL WASHER"

LEARNING GOALS:
Knowledge:
- Children can mention correctly the critical times when they should wash their hands;
- They can state the items or facilities used in hand washing;
- They know at least X (number depends on age and level of learning) risks involved in not washing hands

Attitudes:
- Children value appropriate ways and times of handwashing: "I am a well-washer";
- They appreciate the importance of everyone practicing good handwashing: "Are you?"

Practical skills:
- They can demonstrate and explain the correct way of hand washing at critical times;
- They assist younger school children and brothers and sisters to wash their hands

Psycho-social Life Skills:
- They communicate effectively to others the value of hand washing at critical times.
- They make positive decisions on hand washing at critical times
- They monitor fellow classmates and younger children/siblings on handwashing and at non-practice communicate with them about risks involved in not washing hands

PARTICIPATORY METHODS:
- Role play
- Story telling
- Discussion
- Demonstration
- Experiment

MATERIALS NEEDED:
Basin, water, jug, container, soap, ashes, salt, other traditional herbs (e.g. in Zambia: bubal, mutant, imbue), hand washing poster, pictures, marker, newsprint paper, manila paper

ACTIVITIES:

Role play
- Prepare a role play, for example:
  Suzanna (or Ajeet), aged between 6 and 8 is at home with several younger brothers and sisters. S/he gives the brothers and sisters some food. One brother/sister does not wash his/her hands before eating. The other children do. What does Suzanna or Ajeet do? Their mother/father/gandmother comes home. What does Suzanna or Ajeet do now?
- Leave open what the child aged 6-8 will do.

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Ask the children in class who want to play which role or divide the roles yourself. Make sure that different children get the chance to lead and that the division of 'good' or 'bad' roles will not stimulate discrimination.

- Explain to each child separately what her or his role will be.
- Ask the other children to observe what they see as they will have to tell their reactions
- Discuss the performance. What did the younger children do? How did the older brother or sister react when one of them did not wash hands? What else could s/he have done? Typical actions and answers may be that s/he scolds or hits the younger child and/or tells the mother or grandmother or father afterwards how badly it behaved.
- Help the children think of other ways to handle the situation. For example, the older child can tell the younger children how nice it is to eat food with clean hands, how much fun washing is, can give the good example, can take all the children to the handwashing place to actually wash hands.
- For older children, the scenario can include also a socio-economic problem, e.g., the father or mother has died, there is no water in the house and no money to buy soap. The rest of the procedure (observe and discuss, including alternative solutions) is the same.

**Story telling:**
- Form groups of four or five children. Each group chooses their own corner of the class.
- Ask them to pick four to six pictures, e.g., cut from old magazines, and lay them out on the floor to make a story on handwashing.
- Ask each group to present their story in turn to the other children. The activity will help and enhance team work, analysis of a situation and public speaking.

**Discussion:**
- Prepare a poster on handwashing, e.g. by using cuttings from old magazines to depict critical and non-critical times on washing hands (Critical for health are handwashing after toilet use, *before* preparing food, before eating food, and after cleaning up babies' or infants' faeces and cleaning their bottoms. Good habits, but not crucial in blocking transmission of diarrhoea are washing when getting up, *after* eating, and after coming home from work or school)
- Ask the children to tell what they can identify on the poster.
- Ask them to distinguish between critical and non-critical habits and explain why.

**Demonstration:**
- Find out the existing practice by asking the children how they wash their hands.
- Ask some children to demonstrate how to wash hands properly.
- Ask them to use soap/wood ash/leaves/rubbing and clean running water, e.g. by pouring water from a jug to wet hands and then apply and rinse of soap, using a basin to catch the dirty water and disposing of this water in a safe way
- Ask them to demonstrate all alternatives to soap and include firm rubbing.
- Ask the children to explain why these methods are correct, and why it is important to use the correct method of washing both hands with an agent or rubbing and clean running water.

**Experiment:**
- Ask the children who think that they have clean hands to come forward

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- Ask these children to wet their hands with water and then dry them on a white cloth
- Alternatively, ask the children to line up and wash their hands in a common basin with water
- Fill a transparent glass with this water and another glass with water that has not been used for handwashing. Or pour the used water through a clean white cloth.
- Let the children analyse the difference. What are their observations and conclusions?
- To experience the effect of soap, ask some children to wet their hands with water and dry them on a white cloth
- Ask other children to wash hands firmly with soap and rinse the soap off thoroughly and then dry their hands on a second white cloth.
- Ask the two groups to compare their cloths to decide the difference made by washing with soap
- Ask which alternatives can be used if soap is not available or too expensive
- If wanted, repeat the experiment with these alternatives

APPLICATION:

Whispering Game
At break time, as children come out of the toilet, ask them to remind their friends about washing hands. Ask them to whisper in their friends’ ear, “have you washed your hands?” Whispering is done to avoid embarrassing their friends.

Secret Ballot
- Place two cardboard boxes each with a slit or two partly tied bags on the floor in the class
- Mark one with YES and the other with NO
- Screen the boxes with the help of a large cloth (such as a wrap) and a rope, or place them outside
- Give each child a small slip of paper, newspaper or a leaf
- Ask them to place their voting slip in the appropriate box depending on whether they have washed their hands with soap, ash or another scrubbing agent after toilet use or before eating on that day
- Let the children count the votes and discuss the results.

INDICATORS OF LEARNING:
- Children can correctly write the critical times of handwashing on a slip of paper
- Children can demonstrate and explain proper ways of handwashing
- Older children can give names, symptoms and consequences of three fecal-oral diseases that may spread when hands are not washed properly

COMPETENCE:

Proper handwashing methods at critical times

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Two Vietnamese teachers lay out voting results

(Photo: Christine van Wijk, IRC)

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Information for Lesson Plans

Domain: Hygiene
Subjects: Personal hygiene, water-washed diseases

Age group: 5-14

1.3 THE WASH SONG

LEARNING GOALS:
Knowledge:
• Young children learn parts of the human body
• Children learn common routes of water-washed diseases and hookworm

Attitude:
• They appreciate good hygiene for self and others

Practical skills:
• They practice music skills

Psychosocial life skills:
• They strengthen creative skills, become aware of personal responsibilities towards others, understanding poverty and gender, develop cooperation, problem solving skills

PARTICIPATORY METHODS:
• Songs, music, mime
• Listing
• Plenary discussion

MATERIALS: No special materials, but children can use locally made music instruments, such as sticks, drums and, when available, ready-made instruments to accompany the song

ACTIVITIES:
• For younger children, create a simple song about hygiene habits that will prevent locally prevalent diseases, such as eye diseases (trachoma and conjunctivities), skin disease (scabies), diarrhoea, intestinal worms and hookworm (feet).
• The song contains the names of those parts of the body that may be infected by a water-washed disease (eyes, skin, stomach, bottom, feet) and the parts of the body involved in transmission or prevention (hands, feet)
• Ask older children to make their own song, individually or in small groups. Give the body parts that should be included in the text.
• Ask children that are already familiar with fecal oral infections and water-washed diseases to make a song about these diseases that feature the affected body parts and the body parts involved in transmission and prevention.
• Alternatively, ask older children to transform the music of the already prepared song into different music styles, e.g. rock or rap.
• Teach the children the song. Ask them to point at, move or shake the relevant body parts
• Ask older children to present their songs with accompanying body movements
• Ask volunteers from among the students to list the critical body parts (affected and transmitting) on the blackboard.
• After singing, facilitate a discussion about the different diseases and their symptoms, transmission, prevention, treatment. Ask the children for example, if they, or their family or friends, have ever had an eye (skin, worm etc.) infection.

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- What did they feel?
- What could others see?
- How is the affection called (local names, for older children also the official medical names)
- How long did it last?
- What did they/their parents do?
- Why do they think that they got it?
- Did other people also have it?
- Why could that happen?

• For older children, give the causes, symptoms, treatment and draw the diagrams of transmission on the blackboard.
• Ask the children to identify practices that block the spreading of the diseases
• Asks the children what can stop people from practicing these hygiene practices (examples: drought, water too far to carry much, not all families can or want to buy sandals/slippers for children, etc.) What can be done to overcome such problems?
• For the self-made songs, asks the children to analyse which song or songs were the most complete. The children who made the most complete and attractive songs perform the songs and movements in the lower forms, at parents’ day, etc.

**INDICATORS OF LEARNING:**
• Children can point out and name three body parts subject to water-washed diseases
• They can explain for at least three locally prevailing water-washed diseases how these are transmitted and how their transmission can be prevented
• They can explain how to overcome constraints, e.g., a shortage of water, poverty.

![Image](https://example.com/image.jpg)

*.(Photo: Stef Smits, CINARA, Colombia)*

**COMPETENCE:** **Good personal hygiene**

Series on Participatory Education Activities for Children and Educators (PEACE)
1.4 SHOWTIME

LEARNING GOALS:

Knowledge:
- Children know how water and demonstration related diseases are transmitted

Attitude:
- They are proud to demonstrate their knowledge and use it with others

Practical skills:
- They can effectively demonstrate and explain transmission routes

Psychosocial life skills:
- They can act and express themselves in public, assert skills, demonstrate teamwork, build interpersonal relationships and community skills

PARTICIPATORY METHODS:
- Demonstration or skit
- Question and answer
- Plenary discussion

MATERIALS: Large drinking glass, or transparent glass jar or container filled with clean (clear) water; yellow clay, some glitter, a white clean cloth, a piece of soap, a kettle or other recepticle to pour water, a basin

ACTIVITIES:

In 'Showtime', children perform a series of demonstrations and skits on hand washing in front of an audience of other children, parents and siblings (e.g. during an open day, or parents day), or community members at large. The activities can be organised to reflect local conditions and form a sequence of

They perform songs, demonstrations, skits and games as described in, for example, Sheet 1.1, Clean is beautiful, Sheet 1.2, Well-washer, Sheet 1.3, The wash song, Sheet 1.7, The wasting disease, Sheet 1.8, The who game, Sheet 2.3, The unseen enemy, the ORT demonstration in Sheet 2.4, The six F’s, Sheet 3.1, What's in your water? and Sheet 3.5, Wash and drain.

Members of the public may be invited to participate in the demonstrations.

- After the performance, ask the audience to explain and comment upon what they have seen.
- Facilitates questions and answers after each session or at the end of the demonstrations and skits.
- Help the participants to come to conclusions about the implications for the relationship school - parents or school - community, for example:
  - What materials need to be in school?
  - How can we ensure that these materials become, and remain to be, available?

Domain: Hygiene
Age groups: 5-11
Subjects: Personal hygiene, handwashing, fecal-oral diseases
An example:
In the Bikita Integrated Rural Water Supply and Sanitation project in Zimbabwe, mothers gave their school children the last part of their bars of soap at the start of each new school term. The teachers then formed these bits and pieces into soapballs for handwashing in school at critical times.

APPLICATION:
• Follow up the performance with a fact finding/observation visit to the school facilities
• Discuss the findings
• Identify, plan and organise required action

INDICATORS OF LEARNING:
• Children can effectively demonstrate risky and safe personal hygiene practices
• They can correctly explain the consequences of risky practices
• They can interact with family and community members about necessary improvements and the potential roles of the parents and the community, and can come up with potential problem solving action

COMPETENCE
Facilitating the practice of improved hygiene habits

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**Domain:** Hygiene  
**Subjects:** Food Hygiene, Eating safe food  
**Age group:** 8-11 years

1.5 MAD MANDAZIS

**LEARNING GOALS:**

**Knowledge:**
- Children understand the importance of safe food protection and handling
- They recognise that germs are not visible and obvious but are very dangerous

**Attitudes:**
- They want to eat safe food at all times

**Practical skills:**
- They learn new words, practise literacy and grammar, story writing

**Psychosocial life skills:**
- They learn active listening, analytical skills, creative skills, being critical, seeing consequences, prepare to speak up, withstand pressures

**PARTICIPATORY METHODS:**
Story without an ending, story telling and song

**MATERIALS:** A story about food vendors which contains new words

**ACTIVITIES:**
The teacher tells a story about food vendors such as the one from East Africa below. S/he asks them to listen carefully as they will get some questions at the end.

On a dusty afternoon Mangezi, a flamboyant mandazi vendor stood under a shaded bamboo tree. 'Mandazis! He crooned, 'buy Mangezi's sweet, sweet Mandazi's!!' He was an eye-catching figure wearing flared, polka dotted trousers, large, dark sunglasses and a bright red scarf tied around his neck. For some unknown reason he had a sheen of sweat on his brow and every once in a while this would accumulate into a droplet which he would casually brush away with his fingertips. The mandazi's stood before him in a high pile. They were smooth, round, golden brown pancakes which had attracted the attention of numerous flies that swarmed madly and energetically around them. A family passed by with a mother, father and two little girls.

'Buy me a mandazi, mama, said the older girl, 'I'm hungry'.
'We are almost home responded mother gently, wait until we reach home.'
'Why do you refuse her food?' asked the father. In fact I too will have one.'

Mother looked doubtful at Mangezi who suddenly turned around and disappeared into a latrine on the other side of the bamboo tree. After a while he reappeared, wiping sweat from across his brow and hastily explained that he had a problem with his tummy. Clutching two, large mandazis at the top of the pile he handed them to the father and daughter. The family walk away happily, two of them eating the mandazis.

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• Ask the children to describe the choices made by Mangezi in handling the food.
• Ask what they would have done in the same situation.
• Make copies of the story, dictate it or ask the children to write it down from memory
• Ask them to write an end for the story in not more than ten lines imagining what may have happened after the father and daughter ate the mandazis.
• Invite the children to share the ending of their stories in the group
• Ask the children to explain the meaning of the new words introduced in the first part of the story.

APPLICATION:
• Facilitate a discussion about food vending near the school. Is this food always safe? If not, why not? What can happen? What can be done?

INDICATORS OF LEARNING:
• Children can give three ways in which food can be contaminated
• They can explain what may happen when eating contaminated food; older children can mention diseases
• They can mention at least three ways in which eating contaminated food can be avoided
• They can give examples of avoiding risky food/eating safe food at school and at home

Singing ‘clean hands’ song before the school meal
(Photo: Kathleen Shord, IRC)

COMPETENCE:
Safe eating of food

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Series on Participatory Education Activities for Children and Educators (PEACE)
Domain: Hygiene  
Subjects: Sexual hygiene

**Age groups:** 10-14 years

### 1.6 MY CHANGING BODY

**LEARNING GOALS:**

**Knowledge:**
- The students know the signs of puberty in both girls and boys;
- They understand the symptoms and effects associated with maturing during puberty;
- Girls and boys can list good personal hygiene habits related to sexual maturing;
- They know the risks involved if personal hygiene is not maintained;
- They understand the menstruation cycle.

**Attitudes:**
- Both sexes appreciate and respect the processes and changes that occur at puberty;
- They perceive positively the importance and feasibility of washing their private parts.

**Practical skills:**
- Girls are able to safely dispose of sanitary towels.

**Psycho-social Life Skills:**
- Girls and boys build their self esteem;
- They show solidarity with classmates in case of accidents.

**PARTICIPATORY METHODS:**
- Case analysis
- Drawing
- Discussion
- Sharing Experiences
- Observations

**MATERIALS:**
Story, drawing paper, chart on menstruation cycle, slips of paper or cards, (felt-tipped) pens/pencils, fixing tape (only if drawings or cards are fixed on walls), blackboard, chalk.

**ACTIVITIES:**

**Case analysis**
- Prepare and present an imaginative case history, e.g. "Michelo has soaked her menstrual pad. The boys in class start laughing and making remarks at her. She goes to the toilet to change, but there is no water, nowhere to throw the pad, there is no emergency towel to use in the school. In order to avoid further embarrassment, she disappears from school without telling anybody".
- Asks the class to discuss three questions:
  - What does Michelo feel?
  - What does this story tell you about the school?
  - What could have helped Michelo cope with the situation?
- Facilitate the discussion and help the girls to share experiences.

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- Tell or invite other stories related to body development, e.g. about the embarrassment and teasing of Hamid (or any other imaginary name), a boy who is the first (or the last) in class to change his voice, or the embarrassment and teasing of Salina, an (imaginary) girl who is the first (or the last) of her class to develop breasts. The questions about Hamid and Salina are the same as for Michelo.
- Also make or invite stories that relate to conditions and problems at home, as in the following (imaginary, but common) situation in a low-income, high density area in a city in Peru:

  Rosita is twelve years old. She has grown a lot and her body has changed. She now feels curious about boys and no longer likes to play her old games with her girl friends. At home, she lives in a small house together with her mother, father, brothers, uncles and cousins. One night when she thinks she is alone she goes to the kitchen to have a bath. When she has undressed, her cousin Juan (John in Spanish) enters and sees her naked. He looks at her with desire. Rosita tries to cover herself and flees.

  - Why did this incident happen to Rosita?
  - What would you have done in her situation?
  - What can her family do to avoid such situations?
- Ask the class to use the case study to build a problem tree. Write the central theme on a slip of paper or card and sticks this on the wall or places it on the floor:
  "Inappropriate housing conditions for the hygiene of adolescents in the family"
- Invites the children to write the related problems and consequences on other slips or cards, giving one message per slip/card.
- Help the children to work in groups to identify solutions for the identified problems.
- In plenary, help the groups to prepare jointly a final list of possible actions, for example on the blackboard.

Drawing
Drawings can help students to open up on a sensitive issue.

- Ask the children to draw about an event or a development during puberty that embarrassed them. The drawing may be about themself or about someone imaginary.
- Ask the students to display their drawings on the wall or lay them out on the floor.
- Discuss the drawings in a plenary. Invite children to explain their drawings if so wanted.
- Facilitate a discussion, asking for example:
  - Do others in the class recognise the situation/feeling?
  - What can be the reactions of classmates?
  - What would help you and your class mates in these situations?

APPLICATION:
- Take the children to visit the school toilets/latrines. Both sexes will visit both types of toilets/latrines and observe the facilities.
- Ask them to make a list of pro’s and con’s on the conditions, as individuals or in groups.
- In plenary, help them to consolidate the findings in one list.
- Discuss and make decisions on follow-up action to deal with the negative points.
- Decide on a time table and monitoring of effectiveness.

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Possible points that may emerge:
- Presence of water in/near all toilets for personal hygiene
- Reliability of supply of water
- Equity in water collection
- Bucket available in girls toilets for hygienic disposing of sanitary towels
- Wrapping materials available, e.g. old newspaper
- Bucket and wrapping materials in use
- Presence of cover for bucket; cover seen on top
- Safe final disposal of contents (burning or deep burial)
- Sanitary pads available in school in case of emergencies
- Design and location of toilets does not encourage abuse (initiation, bullying, smoking, drug use, vandalism)
- Toilets of neither sex are used for any of above purposes
- The school has rules on the proper use of toilets and monitors their application

INDICATORS OF LEARNING:
- Children can mention physical changes in girls and boys during puberty
- Girls can describe how and when to clean private parts, with reasons, to a female teacher. Boys can do the same to a male teacher. (Boy and girl adolescents should know how women and men can safely clean their private parts, girls to avoid infection of the urinary tract with fecal matter, boys to reduce the risk of cancer of the cervix for their later partners).
- Facilities, e.g. water, bucket, wrapping material, available in toilets/latrines and used correctly for disposing sanitary towels. Timely and safe disposal of bucket contents.

Drawing during training of master trainers in Zambia
(Photo Christine van Wijk, IRC)

COMPETENCE: Preservation of personal hygiene during puberty

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Group working on information materials about HIV-AIDS transmission with drawings, cuttings from papers, etc.
(Photo: NEWAH, Nepal)
1.7 THE NEW WASTING DISEASE

LEARNING GOALS:

Knowledge:
- Children know the meaning of the terms HIV and AIDS
- They can identify the modes of transmission of HIV
- They can tell how transmission can be prevented
- They can distinguish between correct and wrong cultural beliefs and practices

Attitudes:
- They realize the existence and avoidability of HIV/AIDS;
- They come to appreciate that people may get infected because of their circumstances

Practical skills:
- They can identify items that may transmit HIV if not used safely e.g. needles, razor blade
- They can collect articles and/or illustrations to give information and discuss HIV/AIDS

Psycho-social Life Skills:
- They show empathy to people with HIV/AIDS and their families
- They can communicate effectively with others on the good and bad traditional beliefs and practices associated with HIV/AIDS
- They can express their values in relation to these beliefs and practices
- They are able to make responsible decisions on sexual behaviour also under pressure
- They can seek help in situations which they cannot handle on their own

PARTICIPATORY METHODS:
- Poems
- Drawings
- Discussions using stick figures, question/problem box

MATERIALS NEEDED:
Old magazines and papers with articles and illustrations, and actual items that can be used to demonstrate transmission and blockage of transmission of HIV/AIDS, pamphlets, posters and booklets on HIV/AIDS, real stories

ACTIVITIES:

Poems
- Invite the children to make poems on subjects related to HIV/AIDS, e.g. people living with HIV/AIDS, children becoming orphans, students reacting to the death of a teacher. If necessary indicate a minimum and a maximum length.
- Ask each student to recite her/his poem
- Invite the class to determine the main subject of each poem and one student to write the subjects on the blackboard.
- At the end, help the class to order the subjects into a classification, e.g.
  - The symptoms of HIV/AIDS
  - The effects for the person’s health
Information for Lesson Plans

- The social hardships for these persons
- The consequences for their family
- The ways of transmission
- The reasons for transmission
- The steps for prevention of transmission, physically and socially
- The kind of misconceptions on prevention and cure and how to deal with them
- Support to patients and their family - in care, work, hygiene, food, understanding…

- Help the students to identify all categories of transmission: blood-related when sharing razors, needles, etc., sex-related, by having unprotected intercourse with someone with a HIV infection and from infected mothers to their children during birth and breastfeeding
- Facilitate a discussion on the list of subjects, including safe sex practices and how to negotiate these (abstinence, refusal, negotiating safe sex)

**Drawing**
- Invite the students to make drawings of situations related to HIV/AIDS - ways of transmission, situations that led to transmission, consequences for the persons and their family, etc.
- Invite the children to display their drawings and if necessary explain them
- Facilitate an analysis and discussion of the subjects covered and subjects missing in the same way as under 'poems'.

**Cut and Paste**
- Collect old magazines, newspapers, cards, etc. and also ask the children to bring them
- Using tear or cut and paste, ask the students make small posters depicting how HIV-AIDS can be transmitted, addressing transmissions related to blood, sex and motherhood
- Ask the students to display their sheets on the walls or floor
- Facilitate a peer review round in which they check each other's posters for completeness of the three transmission categories
- Depending on what is culturally acceptable, let the students take their posters home for home discussion, share them with community groups for discussions, use them at parents day, etc.

**Stick figures exercise**
- Draw simple figures, such as stick figures, of a typical family on pieces of paper or slates, one person per paper/slate. They may, for example, be a father, a mother, a grandmother/father, an adolescent son, an adolescent daughter, a younger son, a younger daughter and a baby
- Mark one of the pictures on the back with a cross or a dot
- To start the activity, place all figures with the front side up on the floor
- Introduce the family and explain that one of its members has been infected with HIV/AIDS
- Ask the children some introductory questions, e.g.
  - What happens to you when you are infected?
  - How can you become infected?
- Now ask the children to turn the pictures over to see who in this family has HIV/AIDS

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- Facilitate a discussion on what it means to have HIV/AIDS for this person, its family and its community and on some of the wrong ideas about how the disease can spread and be prevented/stopped
- Facilitate a discussion with the students, e.g. on:
  - what they can do to help this family cope with the disease
  - how the other family members can prevent that they get infected
  - what advice and support they would give to their agemates in the family

**Risk identification exercise**  
This activity can be done in plenary or with small groups
- Collects a number of sharp objects, e.g. a needle, a knife and a broken piece of glass
- Invite the class to think of how each item could play a role in transmitting HIV/AIDS
- When done with small groups, give each group an item
- Encourage the children to come up with different examples, e.g. needles used by medical staff and by drug addicts
- Encourage each group to come up with a story for their item:
  - how a young person became infected with that item
  - why that happened
  - how another young person was able to avoid the risk
- Invite each group to tell their story in plenary
- Help the class to draw conclusions on the risks and what young people can do to avoid these
- Ask the class which transmission risks these items do not symbolise (sexual transmission in various situations, transmission from infected mothers to their babies at birth and when breast feeding)
- Discuss how to sexual transmission can be prevented - which sex practices are safe and unsafe, how to agree on abstinence, negotiate for safe sex, refuse under pressure

**APPLICATION:**

**Role play**
- Divide the class into small groups or ask for one or two volunteer groups
- Ask the groups to prepare a roleplay for the next lesson about how using and giving in to pressure can lead to becoming infected with HIV-AIDS and what this then means for the lives of that person and its family
- Invite the groups to perform their play
- Facilitate a discussion about sexual pressures and power differences between peers, older and younger persons in the school, the family and the community (e.g., 'lover boys', 'sugar daddies'), and ways to cope with various situations of sexual pressure.

**Problem Box**
- Place a problem box or bag in the class.
- Invite children to write their questions and problems and put them in the box
- Read the questions yourself and select those that are suitable for discussion
- Invite a student to to read the first question
- Invite the class to answer the question. Add or correct as needed

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- Continue until all questions suitable for answering in public have been covered
- Tell children who want more help in answering their questions where they can get counselling
- If the school has no counseling, raise and address the need with the head of the school and the other teachers

**INDICATORS OF LEARNING:**
- Children can identify at least two HIV/AIDS transmission routes, three signs and symptoms of HIV and can explain the terms HIV and AIDS.
- Children can give examples of, and show empathy with, social problems that contribute to the spread of HIV/AIDS infections
- In mentioning ways of prevention, they demonstrate assertiveness (signs of knowing that you can say 'no' )
- They know where to seek help in case of problems and actually do so.

**COMPETENCE:**

| Increased awareness of HIV/AIDS, empathy and risk-avoiding behaviour |

Some of the groupwork displayed in class

(Photo: NEWAH, Nepal)

Series on Participatory Education Activities for Children and Educators (PEACE)
1.8 THE 'WHO' GAME

LEARNING GOALS:

Knowledge:
- Children understand what is meant by ‘gender’

Attitude:
- They comprehend the importance of gender awareness
- They want to enhance gender equality

Practical skills:
- They can do a practical gender analysis of their (school) environment
- They can make and read a table, add and subtract, do percentages (depending on the age group)

Psychosocial life skills:
- Children develop analytical skills, skills for creative thinking, assessing consequences and generating alternatives

PARTICIPATORY METHODS:
- Plenary quiz
- Plenary discussion

MATERIALS:
Slips of pink and blue cards, or any other two items that may denote 'girls and women' and 'boys and men', one set per child

ACTIVITIES:

Gender quiz
This quiz can be done once, or several times with different questions. It can also be repeated to evaluate change.
- Start a discussion on gender and poverty issues in the community, asking for example:
  - What do girls do at home and in the village? And boys? Women and men?
  - What are the differences?
  - Why do these differences occur?
  - Are there any changes in these roles: can girls and women now do and achieve other things than in the past? And boys?
  - Are these differences the same for everyone? Or is do some girls and boys have more work and less opportunities than other boys and girls? Why is that the case?
  - What do you think of these differences and developments?
- Explain that the differences between girls and boys and between women and men are called 'gender' differences. Explain that gender differences are made by people, in contract to the physical differences between girls and boys, and women and men.
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- Explain that the class will now do the ‘gender quiz’ to see how gender can affect school sanitation and hygiene education
- Give each student two slips of paper – a pink slip (representing girls and women) and a blue slip (representing boys and men)
- Explain that you will ask a number of questions and that the students will answer either question by raising either a pink or a blue slip. Tell them that:
  - When you think the answer to the question is girls or women, you raise the PINK card
  - When you think the answer is boys or men, you raise the BLUE card
  - When you think the answer is both girls/women and boys/men, you raise BOTH cards
- Tell the students not to think long, but just to raise the card which they think is best
- Choose some gender quiz questions from the box or make your own questions
- For easier analysis, write the questions on the left hand side of the blackboard or a large sheet of paper, leaving space to tally the answers (see the diagram below)
- Ask one of the children tally each answer on the blackboard or the paper

<table>
<thead>
<tr>
<th></th>
<th>BLUE</th>
<th>PINK</th>
<th>BOTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding waterpoints</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Understanding latrines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need latrines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Blackboard for Indira (=girls) and Radhiv (=boys) school health club to record their work in monitoring school hygiene
(Photo: Christine van Wijk, IRC)

Series on Participatory Education Activities for Children and Educators (PEACE)
Sample questions for the gender quiz

*Understanding the need for school facilities for hygiene*
- Who in the community usually understands the need for water points in the school, men or women?
- Who in the community usually understands the need for latrines in the school, men or women?
- Who has the greater need and demand for latrines in the school, boys or girls?

*Use and maintenance of SSHE facilities*
- Who uses the school latrine most, boys or girls?
- Whose latrines are cleanest after use, the boys’ or the girls’?
- If water must be carried to the school, who usually fetches it, boys or girls?
- Who keeps the area around water points clean?
- If the water is stored in the school, who cleans the containers and cups? Boys or girls or neither?
- Who cleans the latrines, girls or boys?

*Involvement in construction and repairs*
- Who participates in construction of water, sanitation or hand washing facilities in the school, men or women?
- In construction, who has paid jobs, men or women?
- In construction, who does voluntary (unpaid) work, men or women?
- Who do you think would make repairs, men or women?

*Spreading health messages*
- In many programmes, children are asked to give messages about hygiene and sanitation at home. Who usually hears these messages, women or men?
- Who is most likely not to hear about the hygiene education their children receive in the classroom, fathers or mothers?
- Who benefits from the SSHE programme, boys or girls?

*The school health club*
- Who are members of the school health club: girls, boys or both?
- If the members do any cleaning work, who does it: girls, boys or both?
- Who does the most interesting/attractive work: girls, boys or both?
- Who does the least interesting/attractive work: girls, boys or both?
- Who makes the club decisions: girls, boys, both? Or someone else, e.g. the teacher?

*Adult roles in SSHE*
- Who shows younger children how to use a latrine, male teachers or female teachers (or neither because other people do it)?
- Should a leading SSHE teacher be male or female?

*Gender in the community*
- Who are the members of the water committee (or any other committee) in our village?
- Who is the chairperson?
- Who in the committee mostly makes the decisions?
- Who do you think should make decisions on water and sanitation?
• When all have voted, ask the student(s) to replace the counts by figures
• Use the table to facilitate a discussion about the questions and answers
• Use the table also for practising arithmetics (adding, subtracting) and mathematics (e.g. calculating percentages).
• When analysing the answers, help the children understand that boys and girls are different but equal and that both have the same responsibilities and rights. Work and decision making should therefore be shared equally, although there can of course be some initial differences, for example, in hygienically using the school urinals
• Help the students analyse if there is gender equality between girls and boys in their class, school and clubs, and if not, what they will change and how

Analysis of gender quiz findings:
Are cleaning tasks divided equally between boys and girls?
(Photo: Stef Smits, CINARA, Colombia)
Six F diagram from Training of Trainers, Zambia
(Photo: Christine van Wijk, IRC)
2.1 MY BEAUTIFUL SCHOOL

LEARNING GOALS

Knowledge:
- Children become aware of safe and unsafe methods of storing and drawing drinking water in general and in their homes.
- They can visualize their home environment (geography);
- Enhancement of spelling, language, writing, speech.

Attitudes:
- The children want to promote healthy home environments

Practice:
- Older children look after the drinking water storage reservoirs in class.

Life skills:
- Children can communicate with adults (parents) about home sanitation.
- They build analytical skills, free speech, observation skills, communication skills, evaluation skills, skills to generate alternatives

PARTICIPATORY METHODS:
Drawing, claying or life objects; voting/scoring; participatory planning & monitoring

MATERIALS:
Pieces of cardboard, or paper and carton, or clay as locally available; (finger)paint, brushes, scissor/knife/raisor blade, paper.

ACTIVITIES:

Puzzle
- For the younger ages, prepare four or more drawings on a firm underground, using available local materials depicting good practices in using the school toilets, water supply and handwashing facilities, e.g. a boy urinating in a latrine, a girl defecating in a latrine
- Cut the drawings up into puzzles of 4-6 pieces for the youngest children, increasing the number of pieces by age. Alternatively, students in the upper forms can make the puzzles for younger children.
- Divide the children in small groups (one/puzzle)
- Ask the groups to make the puzzle and give it a name
- Tour the class room with the groups to look at the different puzzles, invite comments on the practices and reinforce the good practices should the drawings
- In plenary, have a discussion about what the children saw and learned
- With older children, facilitate a discussion about what good practices are, why they are not always followed, what may happen and what can be done

Environmental walk
Series on Participatory Education Activities for Children and Educators (PEACE)
Information for Lesson Plans

- Takes the children on an environmental walk to the school facilities
- Stimulate that they observe the conditions carefully and also note any bad smells. Alternatively, pair off younger and older children, so that the older child can help the younger one observe.
- In class, ask the children to describe what they have seen and smelled. In the case of older children, they can first write down their observations before expressing them.
- Facilitate a discussion about:
  - The reasons why the facilitations/services are in the present state
  - The risks that such facilities/services represent
  - What can happen to children that use facilities/services in such conditions
- Assist them to reflect on the bad and the good practices and on how they could move from the bad to the good practices

APPLICATION:
- Use the activities to help the class prepare and implement a simple plan for hygienic use and maintenance of facilities
- Young children can make drawings on good practices for display at the facilities, the older ones can make written messages
- Older ones also make a plan for cleaning. In the plan, all children of the same age will share the work equally - no discrimination for girls, certain ethnic or religious groups
- Older children can also play roles in guiding younger ones and and share their own commitments and plans.

Indicators of learning
- Young children ones can tell the proper use of the water, sanitation and hygiene facilities
- They can mention three characteristics of a clean school environment.
- They can mention 2-3 consequences of bad hygiene conditions.
- Children show signs that they feel responsible for their own hygiene and that of others
- They use the facilities properly to the extent that repeated environmental walks show sustained improvements to the extent possible.
- There is equity in participation in maintenance for both sexes and all races & religions;

- What if the school has no toilet?
In pre-school, it may be possible to use potties and bury the excreta. A latrine for small children is more ideal (see ill). Potties may be a risk if there is no communication with the parents, however. In one country, a pre-school teacher taught the children to use a pottie. Lacking a pottie at home, one child used a regular pot to defecate in. The mother was very upset and punished the child. When the child told what had happened to the teacher, she realised that it was her fault and she went to the child's mother to explain.

- What if there is no larger maintenance plan?
School children cannot do all maintenance. Better facilities require cooperation between the school, the parents, the local authorities, the Ministry of Education and the local Health Post to maintain, repair and improve the facilities.
Domain: Environmental sanitation  
Subjects: Solid waste disposal  
Age group: 2-4 years

2.2 OUCH AND BAH

LEARNING GOALS:
Knowledge:
- Children learn to identify various types of solid waste and where they occur.
- They can identify negative implications of careless disposal practices.
- They develop the idea of waste as a resource.

Attitude:
- They develop positive attitudes to a clean environment and waste as a resource.
- They are willing to make efforts themselves to keep their environment clean, reuse waste and stimulate others to do the same.

Practical skills:
- They dispose of waste in a safe way, including for recycling/reuse where possible.
- They clean solid waste in school regularly and systematically without discrimination by age, sex or other social, economic and cultural characteristics.

Psychosocial life skills:
- They can analyse on personal and other risks, assess consequences, think critically, identify and practice alternatives, do not practice/correct discrimination.

PARTICIPATORY METHODS:
- Group discussion, handling items, environmental walk.

MATERIALS:
Solid waste items of a different nature which are locally common, for example, a maize cob, a banana peeling, a wrapping of a sweet, a glass bottle or jar, a piece of broken glass.

ACTIVITIES:
- Show the items to the children.
- Ask them to tell what each item is.
- Other questions may be, for example: Where can banana peelings (wrappings of sweets, pieces of glass, etc., be found? What has happened to them that they are lying there?
- Guide/help the children to carefully touch each item. How would they describe the inside of the banana? What might happen if you were running and you stepped on a banana peel? What is the shape of the maize cob? What might happen if you were running and you stepped on a maize cob? How does the edge of a piece of glass feel? What would happen if you stepped on it?
- Ask the children what they do with wrappings of sweets and what it means when everyone throws wrappings on the ground.
- Finally, facilitate a discussion about better means for disposal and reuse of waste.

Possible questions:
- Where can you better throw waste?
- Are there ways in which you could use an empty jar or bottle, a maize cob, peelings of fruits? (e.g. reuse or sell empty jars or throw in a recycling bin; make compost; use for fuel).
- What will you do when you see a friend throwing away a ….(fill in as appropriate)
APPLICATION:
- Ask the children to bring solid waste materials from home which can be used in class. Examples: coloured postcards which can be cut up to make puzzles and which the children can use to form small groups (assignment: find the child or children who have the matching piece or pieces of a postcard); newspapers which can be used for folding paper hats and sailing boats; tins and string which can be used to make pairs of stelts to walk on
- Take an environmental walk with the children. Ask them to name the kind of waste that they see in and around the school. Ask them to guess who may have thrown it there and why and how it could have been safely disposed or reused
- Older children or the teacher collect the items in a bag or bin, protecting his/her hand with e.g. a plastic bag, disposes it in a safe place and washes hands with soap afterwards. (It is not commended that young children pick up waste themselves)
- The school organizes learning experiments and school projects on composting and reuse of biodegradable waste and excreta (compost and urine as part of eco-latrines and urinals) in school; using the compost and urine for trees and school gardens

INDICATORS OF LEARNING:
- Children can mention at least two different types of solid waste
- They can tell where these items can be found
- They can give two examples of negative effects of solid waste and two of recycling/reuse
- In school, they throw waste in bins/compost pit. No solid waste seen in the school yard/bushes around the school
- They can mention at least two examples of recycling/reuse in school and/or at home

School garden in a school in Tamil Nadu, India
(Photo: Kathleen Shordt, IRC)

COMPETENCE:
- Keeping the surroundings clean
- Recycle and reuse waste as a resource
Domain: Environmental sanitation
Subject: Worm infections
Age group: 5 – 14 years

2.3 THE UNSEEN ENEMY

LEARNING GOALS:
Knowledge:
• Children can give the transmission routes of worm infections
• They can mention ways of how transmission of worm infections can be prevented;
• They can state the signs and symptom of a person infested with worms;
Attitude:
• They Appreciate the importance of hand washing and cooking food thoroughly;
• They demonstrate willingness to prevent worm transmission and get medication for treatment if infected.
Practical skills:
• They develop drawing skills for diagrams
• They can wash hands correctly to prevent worm transmission
Psychosocial life skills:
• They can make correct decisions not playing in soil and the importance of hand washing at critical times.
• They communicate effectively to others on the prevention of worm transmission;
• They are assertive in seeking for help and treatment for worm infestation

PARTICIPATORY METHODS:
• Story telling
• Drawing - “F” Diagram
• Picture and or word matching
• Interaction with guest speaker
• Field trip

MATERIALS:
Pictures of different transmission points (F-diagram), cards, pencil/marker, eraser, newsprint paper, manila paper, wool or string or local materials such as stalks of grass or thin twigs that can be shaped into arrows.

ACTIVITIES:

Story making and telling
• Ask the children to think of/write a story and give an interesting title e.g. “My Life as a Worm”
• Ask each child to share their story with the rest of the class. (creative and writing and speech skill will be developed in this exercise)

Drawing - “F” Diagram and discussion (for older children)
• Help the children to draw the “F” diagram
Information for Lesson Plans

- First ask a child to draw a picture of a child with worms and to place this at the left hand side on the blackboard or on the ground at the left hand side in a circle of standing or sitting children
- Ask another child to draw a picture of a healthy child and place this on the right hand side
- Ask the children how the worms may travel from the child with worms to the healthy child
- Ask some children to draw a picture of each travel mode or write the word concerned on a card, slip of paper, or slate and place the pictures or cards/slates between the pictures of the children
- Ask the other children to bring in the transmission lines, using for example twigs or twine, until the diagram is completed
- Check the work to see that all risky practices and connections are in.
- Now ask the children to describe these transmission routes and discuss how transmission can be prevented.

The activity can also be done in small groups. The teacher then helps to compare the results in plenary and make corrections or additions as needed. The activity can also be used to add local words, match them with terms in the official language, and play card placing games to help develop language skills

**Picture and word matching**

- Collect pictures and matching written words and sentences depicting different situation related to a child suffering from worms
- Mix them and display them on a table or on the ground
- Ask the children to pick one picture and one matched written card, read out the card and explain the relationship (*This method helps to make children observe, analyse critically and develop speech and language skills*)

**Guest speaker and field trip**

- Invite a health specialist such as the local nurse to come and speak about worms, transmission and prevention, and when the children can and should come for treatment
- Plan for a related field trip, e.g. to the hospital or to areas commonly used for defecation, such as waste fields, canal, lake or river banks, bushes on the way to school and around waterpoints
- Or visit the school toilets with the health specialist for observation on absence of fecal contamination (Mud, sand or dust in latrines are no health risk and may be unavoidable in some seasons)

**APPLICATION:**

**Social map**

- Ask groups of older children to prepare social maps in which they depict the main locations in their community where children and adults may defecate
- Ask them to present their maps in class
- Facilitate a discussion asking what the consequences may be, why this behaviour is practiced and what can they do about it
- A special point for discussion is what happens to the stools of babies and infants. Can they also contain worms? People often believed that this is not so, but this is a wrong belief: stools of young children often contain worms. What can be done to avoid that the worms of babies are passed to other people, such as sisters and brothers, and mothers?
Washing hands before schoolmeals
This is often difficult to organise and a good topic for taking up as a problem solving exercise

- Ask an older school class or the school health club to think of ways in which they could get everyone to wash hands before eating - how to do this quickly
- Ask them to think of ways to ensure the availability of soap or soap alternatives
- Ask them to think of ways to ensure that the handwashing area stays clean and waste water is properly disposed
- Challenge them to come up with methods that are sustainable and equitable
- Help them try them out and if necessary improve them

INDICATORS OF LEARNING:

- Children can mention at least three routes of worm transmission and two major methods of worm prevention.
- They can mention the risks of worm infection and give examples of infection and treatment in their own school/home environment.
- They are aware about safe grounds to play
- Handwashing facilities are seen to be available and toilets are observed to be free of fecal contamination at all times
- School toilets are used by the school children and they and the school surroundings are free from fecal contamination
- The children practice hygienic practices, e.g. wash their hands at critical times and in the right way, use toilets, observe hygiene in toilets, cover food and water, etc.
- They assist smaller children and younger brothers and sisters to improve their hygienic practices
- They can tell how they, their friends, sisters or brothers were treated against worms

COMPETENCE:

Hygienic practices to reduce worm infestations

Series on Participatory Education Activities for Children and Educators (PEACE)
Domain: Environmental sanitation  
Subject: Diarrhoeal disease transmission  
Age group: 11 – 14 years

2.4 THE SIX F's

LEARNING GOALS:
Knowledge:
- Children can give the transmission routes of diarrhoeal disease
- They can mention ways of how transmission of diarrhoeas can be prevented;
- They can state the signs and symptom of a person suffering from diarrhoeas;
- They know about dehydration effects and how to prevent/treat them

Attitude:
- They appreciate the importance of hand washing and cooking food thoroughly;
- They are ready to practice good sanitation and hygiene and stimulate others to do the same

Practical skills:
- They develop drawing skills for diagrams
- They can wash hands correctly to prevent transmission of diarrhoeal diseases
- They can make an oral rehydration solutions

Psychosocial life skills:
- They can make correct decisions on hand washing at critical times.
- They communicate effectively to others on preventing diarrhoeal diseases and preventing and curing dehydration;

PARTICIPATORY METHODS:
- Drawing - “F” Diagram
- Demonstration on oral rehydration

MATERIALS:
Paper or cards for drawing and writing words, pencils/markers, manila paper (optional), wool or string or local materials such as stalks of grass or thin twigs that can be shaped into arrows a transparent plastic bag filled with water, preferably yellow or light brown in colour, a pin or other sharp object, a small basin, a glass with clean water, some sugar and salt, a teaspoon.

ACTIVITIES:

“F” Diagram for diarrhoeal diseases
The activity is a variation on the F-diagram on worms. It can be done in plenary or by small groups of children. In the latter case, the teacher compares the results in plenary and helps to add any missing risks/connections. The diagrams can differ from each other; important is that each diagram depicts all six F's (faeces, fingers, food, fluids (water), flies, and fields) with the different connections.

Series on Participatory Education Activities for Children and Educators (PEACE)
Information for Lesson Plans

- First ask a child to draw a picture of a child with diarrhoea and to place this at the left hand side on the blackboard or on the ground at the left hand side in a circle of standing or sitting children
- Ask another child to draw a picture of a healthy child and place this on the right hand side
- Asks the children how the diarrhoea may pass from the ill child to the healthy child
- Ask some children to draw a picture of each travel route or write the word concerned on a card, slip of paper or slate and place them between the pictures of the children
- Ask the other children to bring in the transmission lines, using for example twigs or twine, until the diagram is completed
- Check the work to see that all risky practices and connections are in.
- Now ask the children to describe these transmission routes and discuss how transmission can be prevented.

**Demonstrating oral de/rehydration**
- Facilitate a discussion about diarrhoea:
  - Who has had diarrhoea?
  - What happened?
  - Whose young brother or sister has had diarrhoea?
  - Is diarrhoea a common disease in the community?
- Shows the children a transparent bag filled with yellowish or brown water
- Explain that the bag represents a baby or a young child who has diarrhoea
- Tell the class that the baby/infant is about to poop and asks them to watch carefully what happens
- Invites one of the children to come and pierce the bag with a sharp object
- Ask the class to describe what happens (The bag empties itself and it becomes are wrinkled and limp).
- Facilitate a discussion about what will happen to the baby/infant (Together with the excreta, the child looses all the fluids in its body and starts drying out and become limp)
- Ask what the mother, father, brother or sister can do when this happens (replenish the fluids).
- Now demonstrate what kind of fluid to give to someone with diarrhoea who looses a lot of water along with the stools. Fill a glass with clean water, put one heaped spoonful of sugar and a pinch of salt in it and vigorously stir the mixture. Ask what this mixture will do
- Facilitate a discussion on why the water should be as pure as possible (but not fully sterile water is better than no water at all)
- Invite one or more volunteering children to come and taste the oral rehydration treatment (ORT) mixture and describe its taste. (They should taste both sugar and salt, the salty taste can be described as 'as salty as tears'). Explain why sugar and salt are added.
- Help the class draw conclusions on ORT (why, when, what, how) and what they can do in case of diarrhoea at home

**APPLICATION:**
- The children find out whether their parents know about ORT, explaining what they have learned in school. They report their findings and experiences in class. The teacher monitors whether knowledge on ORT increases over time.
- The teacher organizes a environmental walk on the six Fs in school, linking up with action for improvements
A simple home survey, for which each student finds out which of the six Fs are safe and which unsafe in their homes. During the next lesson, the teacher assists them to document their findings in a table. They use the table for analysis, identification of and communication about improvements, and to practice arithmetic knowledge and skills.

- Demonstration of dehydration and rehydration and the F diagram and reporting of outcomes of mini-survey at parents’ days, followed by discussions on action

**INDICATORS OF LEARNING:**
- The children can explain what the F diagram shows and what each F stands for.
- They can demonstrate and explain fecal dehydration and ORT
- Handwashing and toilet facilities are available and seen to be in use and toilets and the school surroundings are free from fecal contamination
- Teachers and children monitor hand washing at critical times through the ‘whispering game’ and observations (see also sheet 1.2 The Well Washers)

**COMPETENCE:**

| Knowledge and practices to reduce infections and death from diarrhoeal diseases |

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Information for Lesson Plans

Domain: Sanitation and Hygiene  
Age group: 8-11 years

Subjects: Diarrhoal diseases, hand washing, latrine use and hygiene, economic water use

2.5 RACING TO THE LOO

LEARNING GOALS:
Knowledge:
- Children know the critical times, proper ways and reasons for washing hands.
- They know which diseases are transmitted by not washing hands.
- They become aware of the implications of wasting water.

Attitude:
- They see washing hands as important for their own health and that of others

Practical skills:
- They wash hands after toilet use and before eating in school. They do not waste water

Psychosocial life skills:
- They analyse behaviour, think critically and creatively, practice free speech, come up with alternatives, are aware of gender and social equity, do not discriminate others

PARTICIPATORY METHODS:
Physical competition

MATERIALS:
Two buckets with water, 2 scoops, soap or substitute, e.g. ash or clean sand

ACTIVITIES:
The activity takes partly place place outside. Note that the children will get wet so it has to be a warm and sunny day.
- Invite the students to talk about a situation when they or others had diarrhoea and had to race to the loo, but ran into a problem. Alternatively, they can draw the situation and explain or look at the drawings and guess. In the latter case, the children may be given the choice to explain or not explain but remain silent
- Divide the class into two equally sized groups, for example, by asking the children to count aloud if they are number one or two, or an elephant or a lion, or any other two names that are locally appropriate
- Take the two groups outside
- Place two buckets with an equal amount of water and two cakes of soap, each on a leave or a plate or something likewise, at one end of a long stretch of open space and at some distance from each other
- Ask the children to choose one child in each group who will be the water dispensers, or choose two children youself, making sure not to choose always the same children or exclude children from disadvantaged groups.
- Explain to the dispensers that they will pour some water over the children's hands and after washing with the soap again pour some water
- Position yourself between the two buckets as the referee.

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- Explain that the two groups will race each other to the buckets and wash their hands. The next child can start when the first one has come back.
- When the buckets are empty, explain that the group has won that had the largest number of children who had washed their hands when their bucket became empty
- Back in class, facilitate a discussion asking for example:
  - Why is washing hands important?
  - What may happen if you do not wash your hands?
  - When should you wash your hands? (including in baby care)
  - What are good ways to wash hands?
  - Can anyone wash hands? If not, why not? What can be done?
  - Who does sometimes not wash hands? Why? What can be done?
  - Why do we want to save water? How can we do this?
  - Do we waste water in our school/home/community? What can we do about it?
  - For older children: which diseases are spread through lack of handwashing?

**Variation**
Eye infections are common in dry and dusty climates. They can be prevented by more frequent face washing. Unfortunately, there are often strict norms in such areas about using little water, including for personal hygiene. They make that older women and men in the family may criticise children and young mothers who wash faces regularly. The amount of water needed is however less great than often thought. Face washing competitions in class and at a parents days can help counter this belief.

**APPLICATION:**
- Visit and observe the handwashing facilities with the children for proper drainage, presence of soap and no leaky faucets. If there is no soap, discuss alternatives: Can the children bring some left-over soap to school, e.g. the pieces left over from clothes washing? (This was successfully done in Zimbabwe). In some schools children keep a piece of soap in their pencilbox. The school may also organize for ashes or clean sand for hand washing.
- Asks the children to observe if a friend is washing hands after toilet and talk to it if they does not do so. Some schools (e.g. in Somalia) place the hand washing basins on wash stands in the school verandah. The teacher and fellow students then check if children wash hands when coming back from the toilet
- Older children accompany younger ones to teach them good latrine use and handwashing

**INDICATORS OF LEARNING:**
- The children can correctly give/write down 2-4 critical times for hand washing. They can demonstrate (with explanation) how to wash hands correctly. They can give two consequences of not washing hands and of wasting water.
- They can explain how socio-economic situations affect hygiene. They do not tease other children on the quality of their clothes or their home conditions.
- They regularly clean the water storage reservoir without discrimination or regularly clean their water bottles. They hygienically share drinking water with children without bottles.

**COMPETENCE:**

**HYGIENIC AND NON WASTEFUL USE OF WATER**

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Two Colombian schoolchildren show their models of sanitation facilities
(Photo: Stef Smits, CINARA, Colombia)
2.6 BUILDING BLOCKS

LEARNING GOALS:

Knowledge:
- Children understand how latrine slabs are made
- Children learn the differences between school and household latrines

Attitude:
- They develop a feeling of pride in and ownership for the school latrines
- They appreciate good quality technical work
- They come to see domestic latrines as affordable

Practical skills:
- They learn how to measure
- Older children learn how to make a ‘mortar’ mix
- They experience how cement is moulded and shaped and learn how to cure it.

Psychosocial life skills:
- They do away with gender stereotype on technology (technical skills for both sexes)

PARTICIPATORY METHODS: Demonstration, Do-it- yourself exercises

MATERIALS: Measuring tape, angle

ACTIVITIES:

Sanitation platform/ sandplat construction
The teacher takes the children to see the artisan mixing the cement, sand, ballast and water to create the concrete. The artisan can explain the proportions of the various ingredients. S/he also shows how the mixed is placed with the mold for the sandplat and explains reasons for and methods of curing. Girls and boys assist in keeping the platform(s) wet to cure the concrete.

Pegging of the superstructure
The teacher takes the children to meet the technician/construction person. S/he explains the measurement of the superstructure and where the pillars will be put to give it support. The children can be involved in verifying the measurements with the help the help of the mason. They can peg their own groundplan for a household latrine.

APPLICATION:
When children and parents see schoollatrines, they sometimes think that building a household latrine will be as expensive. To prevent misunderstanding,
- ask them to list the differences between a school latrine and a domestic latrine: size, strength, finish for hygiene and use by many users
- ask them to draw a domestic latrine using local materials
- invite the mason to explain the differences between a school latrine and household latrines in design and costs to the children and their parents (fathers and mothers)
facilitate a discussion about the different materials that can be used in building a household latrine, and how a family could gradually improve its latrine over time, for example, by making an inventory on the blackboard of the different materials that the families of the children, or in the village have used for building a latrine.

Drawings of different household latrine models and local materials are available on: http://www.wsp.org/English/eap/sanitationladder/san_ladder.html

Depending on the curriculum, sessions can be added on other technical learning, e.g. building a drying frame, making a soak pit, making a compost heap, making soap, treading a pipe, fixing a handpump or replacing a washer on a tap.

**INDICATORS OF LEARNING:**
- All children can measure and set straight angles correctly
- They can give at least three differences between a school latrine and a household latrine
- They can explain the importance of having a latrine and everyone using it

**COMPETENCE:**

Basic technical know-how
Domain: Environmental sanitation
Subjects: Solid waste disposal, reuse, recycling

Age group: 11-14 years

2.7 WONDERFUL WASTE

LEARNING GOALS:

Knowledge:
- Children learn to identify various types of solid waste and where they occur.
- They can identify negative implications of careless disposal practices.
- They develop the idea of waste as a resource

Attitude:
- They develop positive attitudes to a clean environment and waste as a resource

Practical skills:
- They dispose of waste in a safe way, where possible for reuse:
- They develop practical and scolastic skills in geography (mapping), numeracy (doing simple statistics); science & technology (solid waste recycling)

Psychosocial life skills:
- They strengthen skills in cooperation/teamwork; relationship building with the community; self-awareness/skills to assess their own behaviour; skills for critical & creative thinking; problem solving skills; analytical skills to assess risks; skills for generating alternatives; skills for gathering and evaluating information; self-control skills.

PARTICIPATORY METHODS:
Groupwork with life objects; social mapping; matrix scoring

MATERIALS:
Paper, drawing materials, locally available waste materials

ACTIVITIES:
- Asks the children to go out and bring different types of waste materials from the school environment, e.g. ......... Alternatively, s/he can ask the children the day before to bring such materials to school on the next day.
- Ask the children to exhibit all the materials that they have brought. Ask them to put the same materials together (cans with cans, paper with paper, etc.).
- Facilitate a discussion with the children on which materials are perishable and which are non-perishable.
- Facilitate a discussion about the various risks and nuisances: e.g. bad smell, insects breeding, rats, and implications for health (e.g. vector born diseases, insect-breeding & insect-born diseases (e.g. when mosquitoes breed in water in empty cans, drums, etc. & spread dengue), accidents (cuts, falls), general contamination and degradation of the environment
- Facilitate a discussion about reuse/recycling practices in the homes of the children and in the community. Add information about the various recycling activities in the community or neighbouring areas
- Explain the recycling methods.

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APPLICATION:
- Ask the children to prepare social maps of solid waste deposited in and around the school. The children/groups report on, and analyse, their maps in class.
- Older students show their maps in the lower classes in the school and facilitate a discussion.
- Students and teacher show the maps and report their findings and analysis to the school management and community leaders. This is followed by action planning in the school and the community to address solid waste problems.
- The school practices some forms of waste recycling and/or reuse.

INDICATORS OF LEARNING:
- The children can list at least five types of wastes in their area.
- They can distinguish these wastes into organic and non-organic waste.
- They can give at least three examples of reusing waste and describe at least one recycling method.
- In school, they throw waste in bins/compost pit. No solid waste seen in the school yard/bushes around the school.
- The mapping is repeated after some time to assess the impact of action planning.

COMPETENCE:
Keeping the school surroundings clean and reusing what is now thrown away.

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Domain: Hygiene
Subjects: Domestic hygiene, Safe water collection
Age group: 5-7 years
Can be followed up later, e.g. at 10-14

3.1 WHAT’S IN YOUR WATER?

LEARNING GOALS:

Knowledge:
• Children understand the possible sources of contamination from the source to the mouth
• They understand that water can look clean and clear but might still be unsafe to drink.
• They grasp the possible sources of contamination if water is not stored safely
• They gain knowledge on the safe water chain
• They begin to understand fecal-oral disease transmission, germ concept

Attitude:
• Children reject contamination of water sources
• They perceive safe drinking water sources and collection as important for their own lives
• They begin to understand fecal-oral disease transmission, germ concept

Practical skills:
• Children can demonstrate at least two ways of safely transporting water
• Children monitor and guide classmates and younger brothers and sisters

Psychosocial life skills
• Children can think critically
• They can think of and communicate on alternatives
• They can do so with adults (here: their mothers)

PARTICIPATORY METHODS:
Role play, short skit

MATERIALS:
No materials required

ACTIVITIES:
This is an example role play which the teacher prepares. Older children can make their own drama.
The play below has the following parts:
- Mama Wanjiku (or any other locally appropriate name)
- Two elderly men
- A thirsty and tired traveller
- A husband
- A baby child

The role play is set in a rural village where the source is located 2 kilometres from the village. Mama Wanjiku travels with a bucket without a cover to collect water. When she reaches the water source, she draws the water into her bucket. She does not clean the bucket first. In the meantime one gentleman is relieving himself in the nearby bush. A few minutes later a drunken man staggers near the same bushes and pauses to blow his nose into his fingers.
He stares at the contents in his hands, makes a face and mumbling under his breath proceeds to wipe his hands on the leaves at the top of the bush. He then staggers away.

Mama Wanjiku has filled her bucket and reaching the bush stops to collect her leaves. She needs these leaves to prevent the water from splashing, and also to reduce dust and the number of insects that may get into the water. She picks the nearest leaves on the bush, clearly the same leaves that were used previously by the two men. She goes on her way home. On the way, she meets a traveller who is very thirsty and asks her for some water. Mama Wanjiku gives him some water from her bucket. The traveller walks on. After some time he is violently sick.

Mama Wanjiku continues home and serves the water to her husband and the little baby at home to drink. She also drinks herself. Some time later the baby, her husband and she herself are seen to be unwell.

- Ask for five volunteers and give them the scenario to act
- After the performance ask questions to help the children reflect critically, for example:
  - What kind of container did Mama Wanjiku use? Was it suitable or unsuitable? Why?
  - What should she have done before putting the water in the container?
  - Where else did the water get contaminated? Why?
  - How would you have done better?
  - What could Mama Wanjika's husband have done?

APPLICATION:
- Ask the children to accompany their parents in the process of water collection. Tell them to observe good and bad practices and discuss these with them politely.
- Ask older children (10-14) to do a simple observational survey in groups at the village water sources. They can, for example, list for the first five users:
  - the types of container
  - the sex of the persons collecting
  - the perceived age groups of the persons collecting (agree on which to use)
  - whether the collectors rinsed the container before filling
  - whether they washed hands or not
  - whether they put leaves on top or not
  - whether their hands touch the water during transport or not
- In class, help the children enter their observations into an overall table (example below)
- Use the assignment to facilitate a group analysis and conclusions on the characteristics of water collectors and safe and risky collection behaviours. Some sample questions:
  - What type of persons did you see most often collecting water?
  - What may that mean for the lives of these persons?
  - Did most collectors use safe practices? What do you see in the table?
  - What kind of person(s) used safe practices?
  - What do you conclude about hygienic water collection in our village?
  - Do the observations give the true picture or may it be different at other times?
  - What could the users have done better?
- Use the data also for arithmetic (adding, percentages, etc.)
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- Ask the children to work out, individually or in small groups, to work out the totals of safe and unsafe water practices for each group and write these down.

<table>
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<th>No. of person</th>
<th>Male</th>
<th>Female</th>
<th>Child</th>
<th>Adolescent</th>
<th>Adult</th>
<th>Elderly</th>
<th>Rinse</th>
<th>Yes</th>
<th>Leaves</th>
<th>No</th>
<th>Yes</th>
<th>Touch</th>
<th>No</th>
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</thead>
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<td>3</td>
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<td>1</td>
<td>4</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**INDICATORS OF LEARNING:**
- The children can list containers that are safer and less safe to transport water
- Children can describe ways in which water contamination can start
- Older children can critically observe, record and analyse water collection behaviour on health and social aspects

Demostration of schoolchildren in Gujarat for better hygiene
(Photo: Kathleen Shordt, IRC)

**COMPETENCE:**

Safe water chain

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Pocket voting on safe and unsafe drinking water sources
(Photo: Jennifer Francis, IRC)
Domain: Water
Subjects: Safe sources of drinking water
Age groups: 4-14

3.2 I DRINK …..SAFE WATER!

LEARNING GOALS:
Knowledge:
• The children know the importance of safe drinking water and the risks of drinking water that is less safe
• They can distinguish between safer and less safe sources
• They know the local water environment (geography),
• They can describe water treatment processes (science and technology)
Attitudes:
• They prefer to drink safe water
Practical skills:
• They can purify water
• They can draw, cut, model things
Life skills:
• Free expression, inter-personal communication; analytical skills

PARTICIPOPATORY METHODS:
Drawing/fingerpainting and questioning. For older children also other forms of image making, such as cutting and pasting and making paper or clay models

MATERIALS:
• Paper and pencils, paint or markers, or slates and chalk, or paper, scissors and glue, or modelling clay.
• Drinking cups. Glass bottles for solar disinfection. Utensils to boil water.
• A saree, pot with gravel and sand, or other materials for filtering water, according to local feasibility and practices

ACTIVITIES:
• Ask the children from where they get their drinking water
• Asks each child to draw/model/cut and paste his or her drinking water source (techniques adjusted to age)
• Let them display their drawings on the wall or floor; older children may also group drawings by type of water source
• Facilitate a discussion about what children and others do in these sources, e.g. swim, wash clothes, bathe, water animals, wash cars/lorries, take drinking water, etc.
• Encourage the children to discuss what this means for the cleanliness of the water and what this may mean for their stomachs if they drink this water
• Ask older children to write the names of water-borne diseases in local and official languages on the blackboard/slates/cards/notebooks

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Demonstration

- For younger children, show the preparation of safe water according to what is locally feasible. For example, where people may not have access to enough fuel and/or time to boil water, focus on solar disinfection or water filtration, e.g. using a sand filter or a three-folded saree (*The latter will not purify the water, only sift out larger particles*). (For filtration, see also 3.8, Filtering the flow)
- With older children, facilitate a discussion about feasibility of the various treatment methods, asking for example:
  - What may make people not boil their drinking water?
  - What makes it hard for some children to bring safe[r] drinking water to school?
  - What alternatives can they think of to solve/reduce problems?

APPLICATION:

- Let the children make a drawing on the importance of safer drinking water in whatever way they wish (free expression). Ask literate children to add messages.
- Let them take the drawings home to show and if so wanted put it on the wall at home
- The next day/lesson, facilitate an open discussion about what they have done at home with the drawing and how their parent(s) reacted.
- For older children, link the activity with an experiment (e.g. solar disinfection (SODIS) of drinking water or sand filtration, link with a visit to the local water facilities, etc.

Monitoring sources of drinking water

- Monitoring practices in class. Did all children bring safe[r] drinking water from home? If not, do not blame the child, but find out why it is not bringing safe water and follow up with the parents
- For older children, do a pocket voting exercise.
- Draw, or let the children make drawings of the different local sources of drinking water
- Let them out on the floor, or hang them on the wall, always at the back of the class.
- Fix or place a paper bag or any other receptacle under each drawing
- Give each child a bean, seed or slip of paper for voting. Let each child go to the back of the class and ask it to place the bean or slip in the receptacle under the source which their family generally uses for drinking water.
- At the end of the exercise, help the children display the contents of each bag on the floor, count the numbers and write them in a table on the blackboard
- Facilitates a discussion on safe and unsafe sources and ways of problem solving.

LEARNING INDICATORS:

- The children can mention all safer and unsafer local drinking water sources. They can explain the consequences of drinking unsafe water
- Older children can mention at least one disease caused by drinking unsafe water e.g. by writing them on slates or cards.
- Children are proud to have safe drinking water in school.
- Older children help clean and refill reservoirs with clean water/help to improve drinking water habits/conditions in the school/home/community
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- Children drink safe or safer water whenever possible
- They can draw, cut, model things. For older children: they can demonstrate simple treatment methods; home practice of safe water source use
- They show skills of free expression, inter-personal communication; analytical skills; awareness of local realities including on gender and poverty; sympathy with less fortunate others (empathy); capacity to make own decisions

Note:
The reality in many schools, communities and homes is that it still difficult to have 100% safe drinking water. The teacher can then focus on which are the locally safest sources of drinking water, and what might be done to use these sources for drinking and how less safe drinking water can be made safer.
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Drinking water storage and drawing in school

(Photo: Hoang Van Sit, UNICEF Viet Nam)
Information for Lesson Plans

Domain: Hygiene
Subjects: Domestic hygiene, Safe water storage
Age group: 5-7 years

3.3 What a surprise!

LEARNING GOALS:
Knowledge:
- Children grasp the possible sources of contamination if water is not stored safely
- They gain knowledge on the safe water chain
- They begin to understand fecal-oral disease transmission, germ concept

Attitude:
- Children value safe drinking water in school and at home
- They recognise and can discuss gender roles/inequalities in water and hygiene
- They are ready to discuss and demonstrate safe water handling at home

Practical skill:
- Children can draw drinking water in school and at home in safe ways
- Children monitor and guide classmates and younger brothers and sisters

Psychosocial life skills
- Children can critically analyse situations on hygiene and gender perspectives
- They can carry out an assignment independently and on time
- They can think of and communicate on alternatives
- They feel responsible for other children's safe practices as well as for their own

PARTICIPATORY METHODS:
Case study, demonstration

MATERIALS:
Water storage container, notebooks/slates, (slate) pencils

ACTIVITIES:
- Read a story that tells about a typical unsafe way of locally storing and drawing water.

The story below comes from East Africa.

‘Once upon a time there was a beautiful green village called Kanaki with very happy people. It was the dry season and there was a lot of work to be done. In one of the homes there lived a very beautiful lady called Asante that used to be the beauty of the village. She was married at a very young tender age of thirteen to a much older man called Kemunto. He did not want her to go to secondary school because he was not educated himself and saw no purpose for it. He also felt that there was enough work to do around the house and on his farm.

One day, as many other days during the dry season, Asante returns from collecting fire word at 700 o'clock to prepare morning porridge for breakfast. Her husband is waiting outside the house for her impatiently. He wanted to take a warm bath. He demands that she gets him warm water for a bath as the water within the clay pot in the house was only enough to drink and make the morning porridge. It would take a minimum of one hour to get the water. Although Asante is tired from her work, she obeys him and leaves the homestead. While Kemunto is sitting under the tree waiting for the water his five year old son wakes up and asks him for a cup of water. Kemunto goes to the clay pot and removes the lid. He draws water
Information for Lesson Plans

using an old, dirty tin. His son drinks the water and gives back the tin. Kemunto puts the tin back into the clay pot. He does not bother to return the lid on clay pot. A half hour later two neighbours come to his home to discuss the election of the local councillor. They are interested in gaining Kemunto’s support. As they look for chairs they ask him ‘Where is the tea in this house?’ Kemunto quickly explains that his wife is away but he can offer them some water.

As they follow him to the clay water pot, they notice that there is no lid on the clay pot. Kemunto puts his hand in the clay pot to get out the tin. At that moment, Kemunto feels something move and it is not the tin! To the astonishment of Kemunto and his two guests a big brown rat runs over his arm and drops with a thud to the ground. All of the men are very surprised and fall silent as Kemunto tries to behave as if nothing as happened! The aspiring councillor turned to Kemunto and said, ‘What is wrong with you - do you not know how to store your water safely?’

• After reading, ask questions to help the children think critically about the story, for example:
  - Was there a difference in the work and responsibilities of Asante and Kemunto?
  - How would you have gone about the water storage and handling situation if you were Kemunto?

APPLICATION:
• Shows the children how to store and draw water using a container in the classroom
• Ask the children to look at home how their drinking water is stored
• Ask them to observe good and bad practices of storing water.
• If so wanted, ask them to make a drawing of the storage method.
• In the next hygiene lesson, ask each child to describe what they have seen, or to show and explain their drawings
• After each description, ask the child if it thinks if the storage and drawing methods are safe or unsafe
• Draw two columns on the backboard. In the one labelled ‘safe’ write the safe methods or ask the children to do this. In the ‘unsafe’ column, write the unsafe methods
• Ask the children to copy the two lists in their books/on their slates and take the lists back home to discuss

INDICATORS OF LEARNING:
• The children can mention at least two safe and two unsafe methods of storing and drawing drinking water
• They can demonstrate, by drawing, in mime or with life objects a safe way of drawing of water from a storage pot
• They can explain the consequences of unsafe storage and drawing
• They can mention the inequalities of the workload and power between the man and woman in the case study
• They can indicate how they can promote safe water drawing in school/at home

COMPETENCE:

Developing and using safe ways of storing and drawing drinking water in an equitable manner

Series on Participatory Education Activities for Children and Educators (PEACE)
Domain: Water  
Subjects: Safe storage and drawing of drinking water  
Age group: 5-9 years

3.4 YOOPY SCOOPY

LEARNING GOALS:
Knowledge:
- Children can distinguish between more and less safe methods for storing and drawing drinking water.

Attitude:
- They want to use safe storage and drawing

Practical skills:
- They learn to draw, read, spell and learn new words, including the equivalents for ethnic words.
- They draw and drink drinking water in class and at home in a safe manner

Psychosocial life skills:
- They develop observation skills, analytical skills, skills of free speech, child-parent cooperation

PARTICIPATORY METHODS:
Drawing, labelling, sorting, chart making

MATERIALS:
Paper, pencils/slates, chalk, blackboard, cards or slips of paper

ACTIVITIES:
- For the younger ages, prepare drawings of different implements locally used to store and draw drinking water, e.g. a drum, a pot, a bucket, a bottle, a jerrycan, a filter, a ladle, a dipper, a jar, a tin, a cup, a glass. They include the items used in class.
- Also prepare cards or slips of paper with the names of the implements
- Lay out the drawings on the floor and asks the children to tell what the drawings represent in their local language
- Now ask the children to group the drawings into storage vessels and drawing vessels
- Put the name cards in the national language under the drawings or ask the children to do so, with equal chances for girls and boys of all ethnic, social and religious groups to take part. Older children may write and place the cards themselves.
- Ask a child to read one word and to give the equivalent in their own language. Continue with another child until all words have been given
- Repeat the activity as a group exercise.
- For older children, or when they know the words, play games and competitions by mixing up the drawings and/or name cards and asking groups of children to put them back in the correct places.
- Also ask the children to identify which types of water storage vessels/water drawing utensils are more and less safe and give reasons for their choices. This can also be done as a sorting game, e.g. ordering into less and more safe, or from worst to best
APPLICATION:
- Ask the children to make a drawing of their water storage and drawing utensils at home and bring it to school. Ask older children to fold a paper into six or eight squares, or divide their slate into 4-6 squares, and in each square draw one hygiene utensil in their home.
- The next lesson, draw a matrix with drawings or names of the different utensils. Tally, or ask some children to tally the types of utensils that the children have drawn on the board. Let the children count or write the final numbers into the squares.
- Ask the class, or individual children to give the names of the utensils and the numbers behind them. Older children can make their own tables in groups, with the teacher aggregating the results into a master table.
- Facilitate a discussion on which utensils are more and less safe. Help the children analyse the situation. This may include a discussion on why some families may have less safe utensils to create understanding/empathy and avoid teasing. Discuss also the provisions in school.
- Ask older children to analyse and discuss in groups and arrive at their own conclusions.
- Ask the children to share their work and discussions with their parents at home.

INDICATORS OF LEARNING:
- Children can correctly describe two safer and two unsafe ways of storing and drawing.
- They can demonstrate correct handling of water using various utensils.
- They can correctly name the utensils and spell the names.
- They can correctly tally and add up.
- They understand socio-economic differences and how they influence water storage and drawing and can make realistic suggestions for improvements.
- They regularly clean the water storage vessel in class without discrimination/regularly clean their own water bottles. They share their drinking water in a safe way with children who have no bottles and do not tease other children on their home conditions.

Sorted water storage and drawing implements in Vietnam
(Photo: Christine van Wijk, IRC)

COMPETENCE:

SAFE USE OF DRINKING WATER

Series on Participatory Education Activities for Children and Educators (PEACE)
Domain: Environmental sanitation  
Age groups: 8-14 years

Subjects: Source contamination, environmental protection, water quality and quantity

3.5 WASH AND DRAIN

LEARNING GOALS:
Knowledge:
- Children become aware of how different water sources in their community are used
- They learn which uses negatively affect the quality and quantity of the water
- They can identify possible impacts on health and social and economic development

Attitude:
- They are ready to take steps to protect their water resources

Practical skill
- They can draw, cut, make small-scale models
- They can make two and three-dimensional models based on their physical and social geographic knowledge
- They practice reading, writing, spelling, ethnic and national languages

Psychosocial life skills:
- They strengthen skills in cooperation/teamwork; self-awareness/skills to assess their own behaviour and that of others; skills for critical & creative thinking; problem solving skills; analytical skills to assess risks; relationship building with the community; skills for generating alternatives; skills for gathering and evaluating information; self-control skills.

PARTICIPATORY METHODS:
Modelling, presentation and discussion

MATERIALS:
Sheets of (white or brown) paper; felt-tipped pens, fingerpaint or pencils in different colours, natural materials available near school or homes such as pebbles, twigs, sand/soil, an old tin; glue and scissors (optional), small cards or slips of paper, if wanted in two colours

ACTIVITIES:
- Ask the students to identify which types of water sources are found in their communities: a river or stream, a pond, a lake, a dug well, etc. S/he asks the students to form groups according to the type of source in their area.
- Invite each groups to depict their source in the way they prefer, for example make a drawing using markers, paint or pencils, use tear and paste/cut and paste methods, or make a three-dimensional small-scale model using material that is available in school, at their homes and in the community
- When each group has depicted their source, ask them to identify the practices in the community that contaminate the source (contamination going in) and those for which people use water from the source (water uses). Ask them to use either different colour cards for contaminating and water drawing/use practices or write in two colours to show the different in type of use (contaminating uses and other, productive uses).

Series on Participatory Education Activities for Children and Educators (PEACE)
Three techniques (cut and paste, drawing and modeling) and three types of water sources in Viet Nam (pond, river and well) with their uses and ways of contamination

(Photo: Christine van Wijk, IRC)
They can depict the items as drawings and add a label for each drawing, or use only labels.

- In areas with ethnic groups, ask students to make labels in their own language and in the national language.
- Let each group present its product in class, explaining the different uses and how these may affect the quality and quantity of the water available now and in future.
- Ask them to mention also the environmental, economical, social and health consequences ("Who will be affected negatively by which uses").
- Monitor each presentation and invite the other students to add uses and/or contaminating practices.
- To consolidate learning, ask the class to summarize the contaminating practices and the environmental, social, economical and health consequences on the blackboard and in their notebooks.
- Facilitate a discussion about possible actions by the students as individuals and as group.

APPLICATION:

- Reuse the pictures/models for activities in language and/or geography lessons. For example, use the pictures/models for games. For example, give each group their label cards back or mix them up and have a competition to see how soon each group can place the right cards under the right drawings or how long it takes for the whole class to complete the work.
- Let the students present their work in lower classes, to the PTA, to community leaders and/or in a parents’ meeting to generate awareness raising, analysis and problem solving on integrated water resources management.

INDICATORS OF LEARNING:

- Children can mention the main water resources in their community.
- They can mention at least five ways in which these water resources are contaminated.
- They can mention the social and economic consequences of this contamination for at least three different water user groups in the community.
- They can name three diseases that may spread through the contaminating uses.
- They know the names of the related diseases and of the different water uses in their own and the national language and can spell these words correctly.

COMPETENCE:

Environmental awareness and - where possible - action
A cloth used for filtering drinking water  
(Photo: Christine van Wijk, IRC)
3.6 FILTERING THE FLOW

LEARNING GOALS:

Knowledge:
- Children can outline environmental factors that result in unsafe drinking water
- They can explain how water can be purified
- They can indicate (explain for older children) the relative effectiveness of the different methods

Attitude:
- They appreciate good water quality and reject water from an unprotected source for drinking and preparing food, particularly uncooked food
- They want to protect the water source and treat drinking water

Practical skills:
- They can practice different purification techniques

Psycho-social life skills:
- They understand the importance of consuming clean water for health reasons.
- They appreciate the implications of gender and poverty for water purification and can act to reduce them

PARTICIPATORY METHODS:
- Demonstration
- Plenary discussion

MATERIALS:
A clean, white cloth, a clean plastic bottle, a knife, a small piece of wire mesh, coarse pebbles, coarse sand and fine sand, a transparent container, a jar with water which is muddy and contains parts of vegetation and possibly insects.

ACTIVITIES:

Filtration to demonstrate dirt
- Ask some students to take a clean white cloth and show it to the class
- Ask them to place the cloth over an empty container and tie it firmly around the opening.
- Explain to the class where the water comes from. Ask the students to pour it through the cloth. Ask them to describe what they see on the cloth.
- Ask them to loosen the cloth and hold it, and the container, up against the light for the class to see. Ask the other students to describe what they see and to discuss what may, and may not be retained by the cloth.

Filtration for purifying water
- Make a sand filter in advance for the younger children and help older children to make their own sand filter.
Information for Lesson Plans

- Cut the bottom off a clean and clear plastic bottle. Cut out a circle of fine mesh to make a wire screen large enough to block off the neck of the bottle. Put the screen inside the bottle so that it is firmly lodged halfway its neck.
- Put a layer of coarse pebbles on top of the screen, then a layer of coarse sand, and finally a layer of fine sand. Pour some dirty water into the bottle and let it soak through.
- Ask the children to observe the colour of water that drops into the bottle.
- Explain that the sand traps germs, but that over time it gets clogged by the particles of dirt. It needs to be taken out of the filter and cleaned or replaced every few weeks. Replace it when the water trickles more slowly or stops flowing altogether.

Purification using ultraviolet rays
- Get a transparent bottle and fill it with muddy, dirty water and close the container.
- Lay the bottle horizontally in strong sunlight on a flat surface, preferably black in colour (e.g. a piece of black plastic). The ultraviolet rays destroy the illness causing micro-organism. After five hours in strong sunlight the water is safe to drink.

APPLICATION:
- Ask the children to discuss which of the different ways of cleaning water which they found most easiest to use. Ask them if they know other methods to purify water and how water is 'made safe and clean' in their homes.
- Ask them to explain each method orally or in writing and identify which methods are safer and which are less safe or unsafe. Younger children can make three piles (safe, less safe and unsafe). Ask older children to do a full ranking.
- Ask them to explain why some methods are safe and others not (Boiling, if done for at least ten minutes but if possible 20, is safest. This is followed by slow sand filtration, chlorination and solar disinfection. Boiling, chlorine and string sunlight all kill bacteria. Slow sand filters form killer bacteria which 'attack and eat' other bacteria that are harmful to health. Filtering through a cloth is least safe. The cloth filters the large bits of dirt, but does not attack and kill bacteria. Some are small enough to slip through the threats of the cloth. To visualise this, draw a diagram of a woven cloth. Alum and certain seeds clarify water but do not kill bacteria. Totally unsafe is water direct from an unsafe source).
- Discuss which practices make a water source unsafe to use for drinking. Discuss how the methods may be changed if needed.
- Discuss what purification means for the amount of work. Who will do this work? Who may have problems practicing it and why? What could be done?

INDICATORS OF LEARNING:
- Children can mention how water in water sources can get contaminated and what may happen as a result (see also 3.5 Wash and Drain)
- They can mention different methods of making water cleaner and safe/safer to drink
- They can explain which methods are more or less safe and why.
- They are aware of constraints that some households may face in drinking safe water and can suggest problem solving actions

Competence: Purifying water for drinking

Series on Participatory Education Activities for Children and Educators (PEACE)
Information for Lesson Plans

Domain: Water supply
Subjects: Source contamination, water quality,

3.7 THE RAINMAKERS

LEARNING GOALS:
Knowledge:
• Children can outline environmental factors that result in unsafe drinking water
Attitude:
• They feel able to evaluate good and bad behaviours related to the use of water sources
Practical skill:
• They can discriminate effectively between safe and unsafe water for their use
Psycho-social life skills:
• They can work in a group, playing a skit, expressing themselves, reflect and analyse/think critically, are aware of, and want to change, gender and social inequalities, can make realistic suggestions to solve/reduce problems, can make decisions to change their own unsafe behaviours

PARTICIPATORY METHODS:
• Skit

MATERIALS:
7 children

ACTIVITIES;
• Identify seven children that want to do a skit
• Share the story of the skit. Choose names in the local language. Give each child a role.
• If wanted, support the group to emphasise the sounds and noises for effect and humour.

The scene opens with a deserted, make believe pond. Very soon Mama Atieno comes, carrying a bucket full of washing. Singing a song she unloads her washing and begins to wash her clothes. After a while a herd of goats, represented by two children on their fours come in, snorting noisily and being herded by a third child. Absently he observes her watering and then turns to urinate on the bank of the water source. After Mama Atieno finishes her washing she begins to bath. Two women walk in with pails on their heads and silently observes the group.

• Ask the group to stop what they are all doing. Draw attention to activities that are going on using rhetorical questions such as ‘Mama Onyango, are you really refusing to draw water from the protected well to take water from here?’
• Explain the source of the contamination levels stepwise, which can result from defecation near the water source, clothes washing, livestock grazing, bathing, swimming, vehicle washing, etc.
• Invite questions from all children to get them to understand how many diseases can result from the contamination.

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For younger children, the skit may stop with the identification of the different contaminating behaviours and the understanding that urine, animal excreta and stools may in this way enter the water and may be scooped up in diluted form by those who collect water.

- Link the story with questions and answers on, and an overview and explanation of the diseases that can come from drinking, or standing in, contaminated water. Depending on age, include official names, symptoms, transmission, prevention and treatment.

**APPLICATION:**

- Ask the children to list all practices that may contaminate water in the various water sources in the community
- Asks them what can happen when other people drink or stand in this water. Asks the children for local names of diseases that may thus be transmitted
- Asks older children to give also the official names of these diseases, and their symptoms, prevention and treatment.
- Play writing, listing and sorting games, e.g. the children have to match local names of diseases with official names, match diseases with symptoms, prevention and treatment, and match link practices with diseases.
- Another variation is question and answer games: one half of the class can give practices and the other half must then give the possible disease. Correct answers get a positive mark, wrong ones a negative one. After a given number, the roles are reversed and the other group gets the chance to ask (new) behaviours.
- Another game is to make a table on the blackboard with five persons who differ in sex, age, and the kind of work each one does. Give each person a local name and tell about what they do which is related to water (e.g. swimming, cattle watering, farming, mining)
- Now ask which kinds of contamination may occur due to the practices of each person and discuss why this is so and what can be done.
- In the same way, and with older children, facilitate the identification of who are most at risk to be infected by the diseases through which type of activity. Examples are schoolchildren (boys only, or boys and girls, depending on gender norms), who drink water during swimming or may catch schistosomiasis), women and girls who wash clothes while standing in water (schistosomiasis), families without a safe source of drinking water and not treating this water (with opportunity to refresh 3.8, Filtering the flow), etc. Use the activity to refresh earlier learning on the safe water chain.

**INDICATORS OF LEARNING:**

- The children can give at least five ways in which sources for drinking water in their community may get contaminated
- They know what diseases may thus be spread in their community
- They can name safe(r) and unsafe sources of water in their community
- They can identify major actors who cause the five ways of contamination and can indicate problem reducing action, including by themselves
- They can mention what practices they themselves avoid or adopt to reduce water source contamination and which practices they should still change

**COMPETENCE:**

Series on Participatory Education Activities for Children and Educators (PEACE)
3.8 BILL HARZIA

LEARNING GOALS:
Knowledge:
- The children understand the risks of staying too long in surface water with schistosomes
- Older children know the source of infection, transmission, symptoms, prevention and treatment of urinary schistosomiasis and other water-borne diseases

Attitude:
- They want to avoid risky water uses by self and others

Practical skills:
- They stop swimming and and stop standing in schistosome-infested surface water for bathing and washing clothes

Psycho-social life skills:
- They practice skills for active listening and giving feedback, critical and creative thinking, cooperation and teamwork, can understand different practices and underlying factors

PARTICIPATORY METHODS:
Role play, short skit

MATERIALS: No materials required. Optional: one or two pieces of rope, chalk or some coloured powder to mark the water source; white or grey paper (e.g. toilet paper) for wrapping. The floor should be clean enough for children to crawl on.

ACTIVITIES:
"Bill Harzia" is a role play with 6-10 volunteers to act in the following parts:
- A boy who herds cattle, chases birds from crops or does other locally common work
- A group of boys who go for swimming
- A group of girls who go to wash clothes
- One or two children who go to take a bath
- A child acting a snail
- Bill Harzia, the egg which hatches in a snail and becomes a worm
(Bilharzia is another name for the disease of Schistosomiasis)

The role play is set in a village with a pond, an irrigation canal or any other water source with stagnant water in which Bill Harzia can grow into a dangerous worm. The play starts with the snail crawling into the source and enjoying him/herself in the water. After a short while it gets tired hides itself in a corner of the water.

A herding boy arrives at the source with his goats or cattle. Feeling the urge to urinate, he relieves himself in the water. He complains of pain in his stomach and notices that his urine is slightly red.
While he is urinating, Bill Harzia appears, bend into the shape of an egg. (If paper or cloth is available the worm may wrap itself up). Bill jumps into the water and starts looking for the snail. When Bill finds the snail, it links up with the snail, still in its shape of an egg. Together they lurk in a corner of the water source. Meanwhile, the herdsboy return to his animals and continues to suffer from stomach pains.

The groups of other water users now come to the water source. They talk, make fun and pretend to swim, wash themselves and wash some clothes. Suddenly, Bill Harzia stretches out, loosens himself from the snail, throws off his paper or cloth and attacks the other children in the water. They fly, but alas, they were too late. Bill Harzia has already touched them. Soon they are all suffering from stomach ache and complain about passing blood in their urine.

- After the play, facilitates a discussion asking for example
  - What was the herdsboy doing?
  - Why did the other children become ill?
  - How did this happen?
  - What could they have done different?
- Also use the play to facilitate a discussion on gender and poverty. Ask the children to comment upon the ways in which the different groups of children used the water. When the discussion focuses on how some children play while others must work, facilitate a discussion about what this may mean for the children and what could be done.

APPLICATION:
- Ask the children to lay out the contours of water source using the rope, chalk, coloured powder or any other local materials such as small pebbles or sand.
- Choose one child, making sure that also socially disadvantaged children can be Bill. Bill stands in the source, the other children divide themselves around the edge.
- When you call out "in the lake" (or whatever source with a schistosomiasis risk is locally appropriate) all children must jump into the source.
- When you call "out of the lake", they jump out. While the students are in the water, Bill Harzia touches as many children as s/he can. These children drop out of the game. The game goes on until one child remains, who is the winner.

The game is a good entry for asking refresher questions about what schistosomiasis is, how it is caused, how it spreads and how it can be avoided, recognised, and treated. Play and game also lend themselves well for a parents’ day or for older students to do with lower classes.

INDICATORS OF LEARNING:
- The children understand the risks of staying in bilharzia-infested water
- They can give local names of the disease and explain how it is passed on and prevented
- Older children can give the official name and describe the cycle of transmission, symptoms, prevention and treatment
- They can give at least three examples of risky practices and explain that the longer you stay in the water, the greater the risk that you become infected
- They can mention at least three ways in which they avoid infection
- They can explain how the disease is related to gender and poverty

COMPETENCE:  

| Safe use of surface water |

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Upper primary (12-14 years)*

* indicative
Information for Lesson Plans

FEEDBACK SHEET

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- The use of no and low cost materials
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Information for Lesson Plans

Format for Additional Information Sheets

Domain(s):                      Age group(s):
Subjects:                      

TITLE

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Attitude:
• They

Practical skills:
• They

Psychosocial life skills:
• They

PARTICIPATORY METHODS:
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