CHAST - Children Hygiene and Sanitation Training

FLIPCHART

CARITAS

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VERSION: 2019

This Flipchart is part of the CHAST Kit –Children's Hygiene and Sanitation Training and provides instructions and materials for the exercises with upper primary school children as outlined in the Facilitator's Guide.

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The CHAST Kit – Children's Hygiene and Sanitation Training,Flipchart.

This document can be found here:
https://www.caritas.ch/en/what-we-do/worldwide/water.html
(please scroll down)

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Introduction

CHAST objective

CHAST promotes good hygiene and sanitation practices in schools and at home by raising children's awareness on transmission routes of waterborne and hygiene-related diseases and how to block them. More specifically, CHAST focuses on practices that help blocking the transmission routes of germs and improve children's health, such as:

- Drinking safe water;
- Using well-maintained latrines;
- Keeping good personal hygiene such as hand washing, face washing, tooth brushing and keeping clothes clean, covering food, washing utensils;
- Keeping the environment clean and healthy;
- Managing menstruation hygienically and with dignity (only for upper primary schools).

The CHAST Kit

In its 2019 edition, CHAST includes:

- CHAST – Methodology Outline. For any organisations, donors or education authorities interested to understand, in a glimpse, what CHAST is about, what it aims to do, how it works and its key principles.
- CHAST – Facilitator's Guide: A step-by-step facilitation handbook. For facilitators, with detailed guidance on how to facilitate the different steps and activities.
- CHAST – Flipchart: For facilitators to use as a visual with children.

CHAST provides different materials and learning techniques for lower primary school children and for upper primary school children. This document is the CHAST Flipchart and it specifically targets upper primary school children.

The CHAST Flipchart – For upper primary school children

As older children might already know how to differentiate a good hygiene and sanitation practice from bad ones, CHAST for upper primary school children focuses on deeper discussions and more practical exercises. It takes the faecal-oral transmission route (F-Diagram) as a starting point. Each route highlights a specific topic for which discussion points and practical exercises are suggested. These are following the same logic as for lower primary school children: identifying the problem, analysing it and understanding the good practices linked to the specific topic.

The topics for upper primary school children are as follow:

Topic 1. How do we get diarrhoea?
Topic 2. We drink safe water
Topic 3. We use latrines and wash our hands with soap
Topic 4. We keep ourselves clean and healthy
Topic 5. We keep our school environment beautiful and healthy
Topic 6. Growth and change

How to facilitate each topic?

The objective of each topic is defined on the back of the Flipchart. Each topic is facilitated in a similar way: it starts with a discussion using the guiding questions. The order of the questions is important because it guides children in a gradual process. Then, some practical exercises are suggested to practice what was discussed and to learn by doing. Some practical exercises can be repeated in more than one topic to ensure that children really assimilate and practice it. Depending on how many practical exercises the facilitator wants to carry out with the children, there can be more than one session under the same topic.

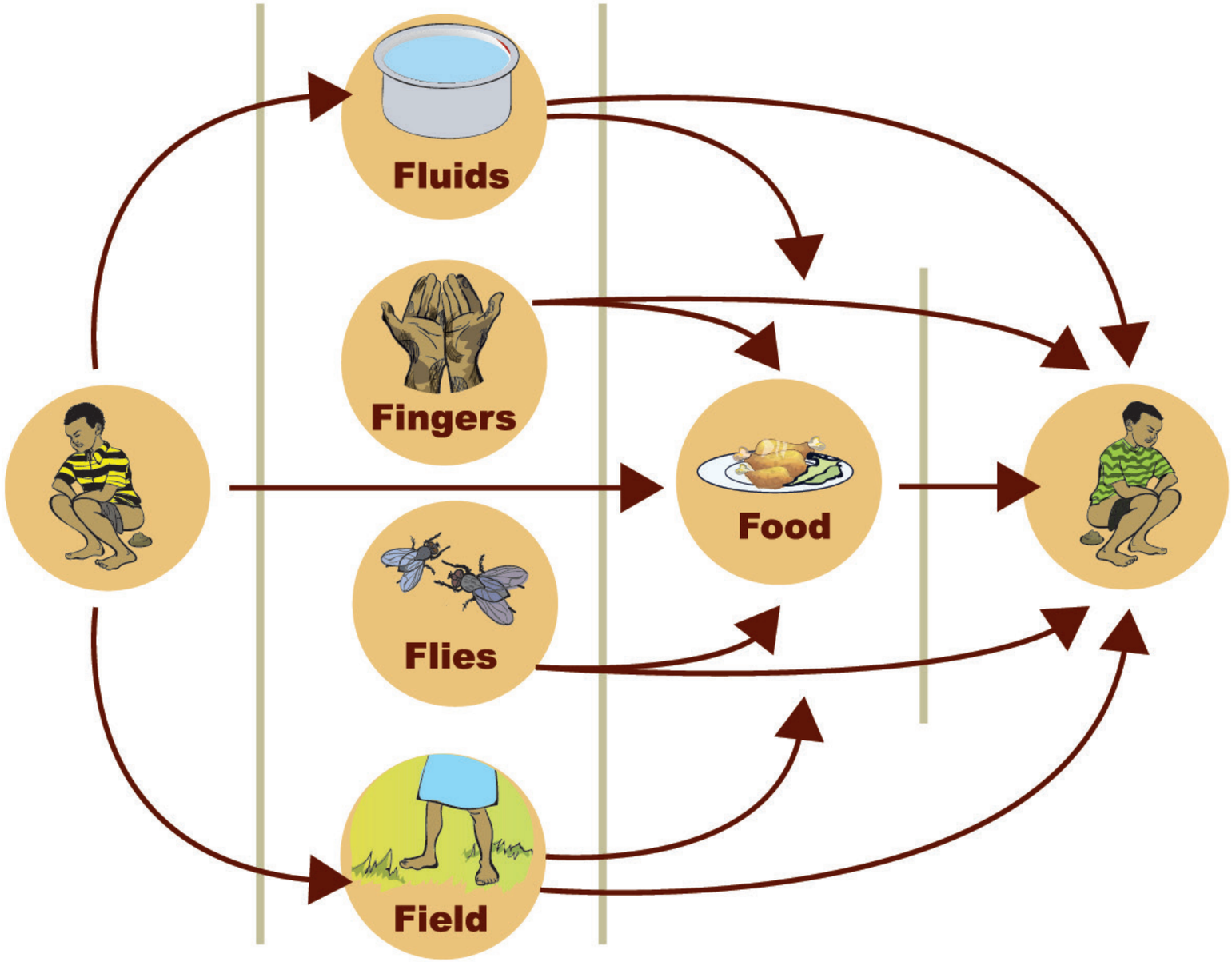
How to be a good facilitator?

- Create an environment/atmosphere that differs from the usual classroom top-down teacher-centred lessons: move the tables to make space, let the children sit on the floor in circles and sit among them. Go outside if this is more convenient and comfortable for you. This should encourage children to be less shy and more active. It should also give them the feeling that they are not being lectured to, but part of a change process. This is particularly relevant if you are the teacher of this group.
- Adopt a child-centred facilitation style: as much as possible, guide the children to find answers to the questions themselves. Let children speak, discuss in groups, play and touch the materials.
- Always make sure to leave enough time for discussions and participation of the children: the objective of each activity or practical exercises is not to complete it as quickly as possible, but to prompt discussions and learn.
- Encourage all children to participate, especially younger or shier children that tend to sit at the back. Do not force them to speak, but maybe puppet Dolly can help them to express themselves (they can hide behind her or talk to her, instead of having to stand in front of the group).
- Congratulate children when they participate.
- Always start an activity or a topic with recap from the previous time – but make sure to keep it short.
- As often as possible, refer to the learnings from previous activities or steps.
- After explaining a difficult concept or giving instructions for an activity, ask confirmation to make sure that everyone has understood.
- Never judge/evaluate what children say, but correct kindly and re-explain if necessary.
- If possible, use a bell instead of calling out to signal the end of a group work.
- When forming groups, ensure that you pair younger/shier children with older ones, and task the older ones to help the younger ones. If possible, also ensure that groups are gender balanced. One way to make random groups is by counting off alternate children with the numbers '1' and '2' and inviting all those children allocated the number '1' to sit in one circle, and those allocated '2' to sit in a second circle.
- If the class size is large, make more groups than what is indicated in this guide.
- Make sure that an activity/topic does not take longer than a normal lesson at school (i.e. 40–50 minutes).

Topic 1. Blocking the transmission routes

By the end of this topic, children:

- ✓ Can name hygiene-related transmission routes of diseases.
- ✓ Can indicate the good hygiene and sanitation practices to block these transmission routes and help us stay healthy.



Topic 1. Blocking the transmission routes

Questions for discussions

Problem identification

- Can you mention common diseases that sometimes prevent you from going to school?
- What are the causes of these diseases?
- Which ones are linked to bad hygiene practices?
- How do you feel when you get these diseases? (symptoms)
- How can it impact on your health in the long run?

Problem analysis (focusing on diarrhoea)

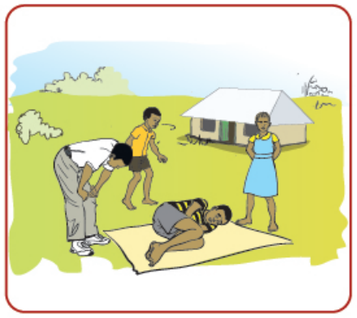
- How can we get diarrhoea? (transmission route)
- How can flies transmit diseases?

Finding solutions

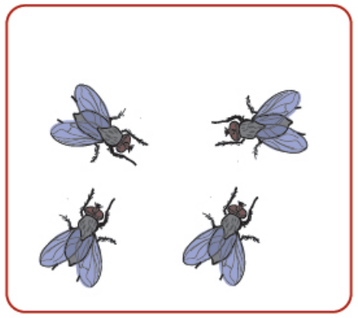
- What practices can help us not to get sick / prevent disease?

Practical exercises

1.1. Blocking the routes



1.2. Role-play

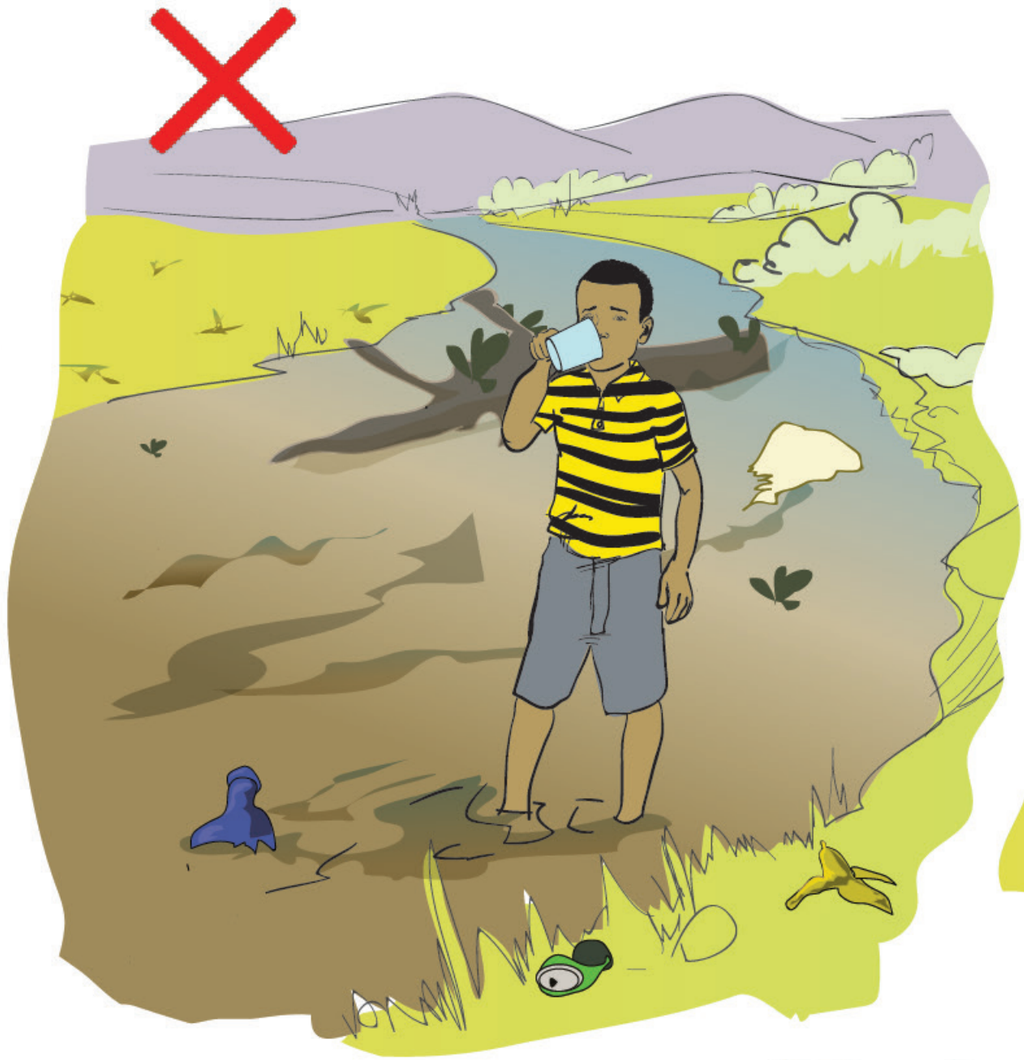


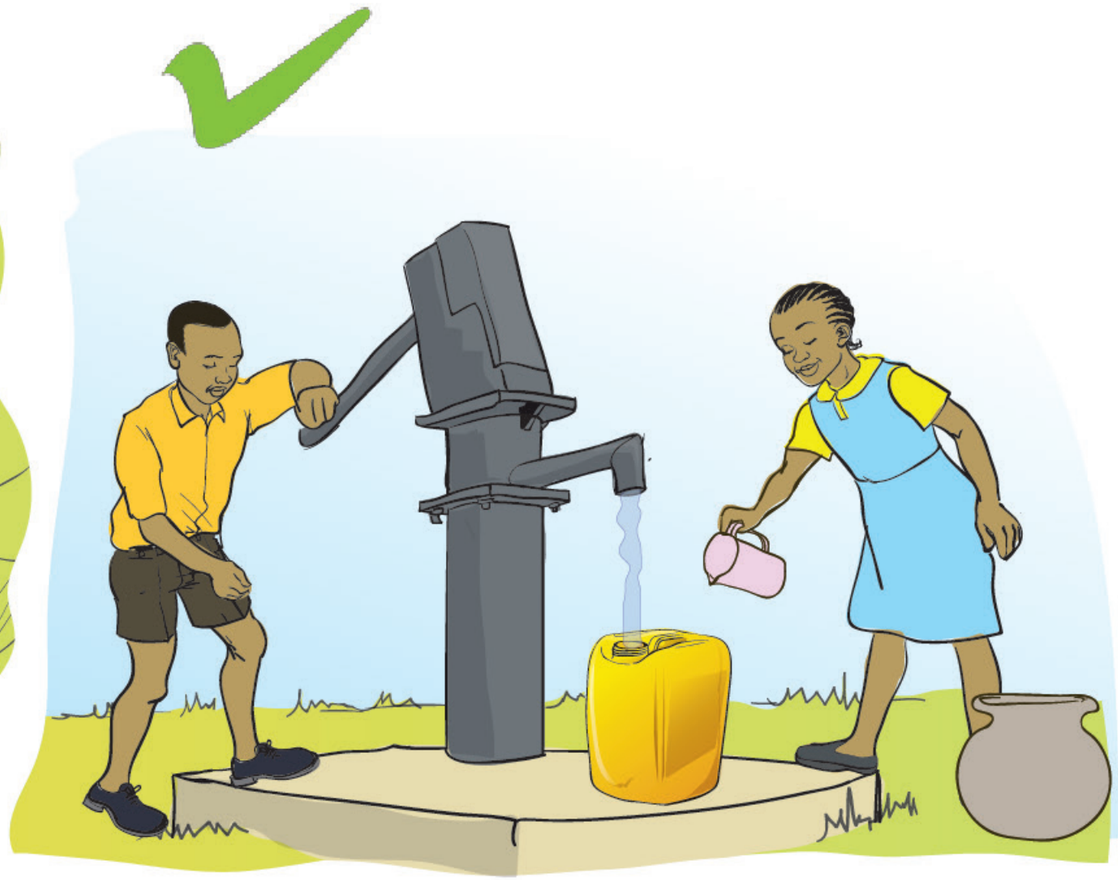
1.3. Role of flies in transmission

Topic 2. We drink safe water

By the end of this topic, children:

- ✔ Can explain why clear water is not always safe to drink.
- ✔ Can explain and demonstrate how to make water safe for drinking, by fetching from a safe water source, safe transport, storage and water treatment at school and at home.





Topic 2. We drink safe water

Questions for discussions

Problem identification

- Is water which looks clear or which has a good taste always safe to drink? Why not?
- Where do you fetch water (borehole, river, dam, standpipe, well, etc.)? Do you think it is safe water to drink? Why?
- How do you transport water? Do you think this keeps water clean?
- Where do you store water? Do you think this keeps water clean?
- What do you use to drink water? Do you think this is clean?

Problem analysis

- At which moment, between the source and our glass, can water get contaminated? (summary)
- What happens if we drink water from an unsafe source?
- What happens if water is transported and stored in a dirty container?
- What happens if we store water in a dirty container?
- What happens if we drink water from a cup that was used by others?

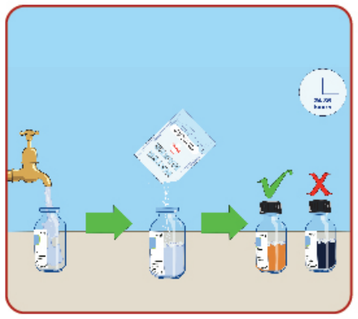
Finding solutions

- What can we do to make sure that the water we drink is safe?
- List all the things we do with water at home, in the community, at school, etc. (drinking, swimming, washing, bathing, etc.). For which activities at home or at school do we need safe water?

Practical exercises

2.1. Clear water isn't clean water

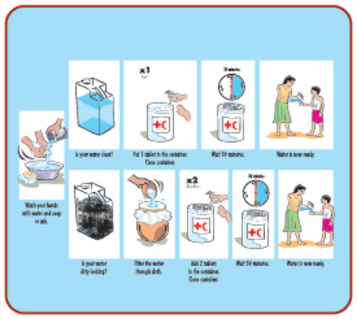
2.2. Glass of water



2.3. Water quality testing

2.4. & 2.5. Cleaning containers

2.6. Water filter in a bottle



2.7. Treating water with chlorine

Topic 3. We use latrines and wash our hands

By the end of this topic, children:

- ✔ Can explain why it is important to use a latrine.
- ✔ Can demonstrate how to properly use a latrine and how to keep it clean.
- ✔ Can explain why it is important to wash their hands with soap or other cleaning agents and can mention the critical times of hand washing with soap.
- ✔ Can demonstrate the steps of proper hand washing with soap or other cleaning agents.

Topic 3. We use latrines and wash our hands

Questions for discussions

Problem identification

- Are there latrines at school? Do you use them? If yes, why? If not, why not?
- Are there hand washing facilities with soap at school? Do you use them?
- If yes, why? If not, why not?
  Ask the same questions again, but about the situation at home

Problem analysis

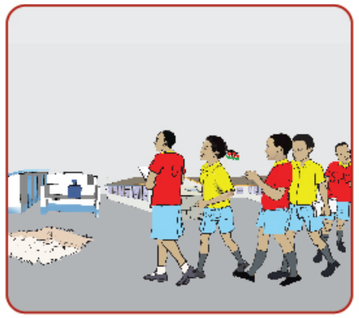
- What happens when we defecate in the open? Where do the faeces go?
- Why is it important to use a latrine?
- Why is it important to keep the latrine clean?
- What happens when we do not wash our hands with soap? What can we have on our hands after defecating?
- Why is soap important?

Finding solutions

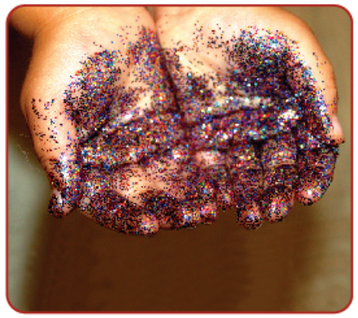
- How shall we use the latrines?
- What shall we do to keep the latrine clean?
- When do we need to wash our hands with soap to avoid getting sick?

Practical exercises

3.1. Story telling on importance of washing hands with soap



3.2. Supervision of WASH facilities

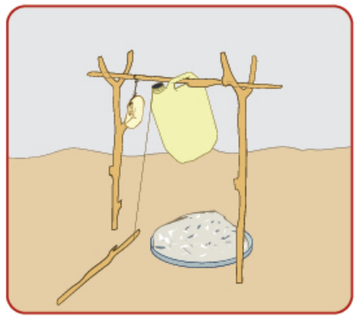


3.3. Glitter hands

3.4. Germ transfer

3.5. Demonstration of latrine use

3.6. Demonstration of handwashing

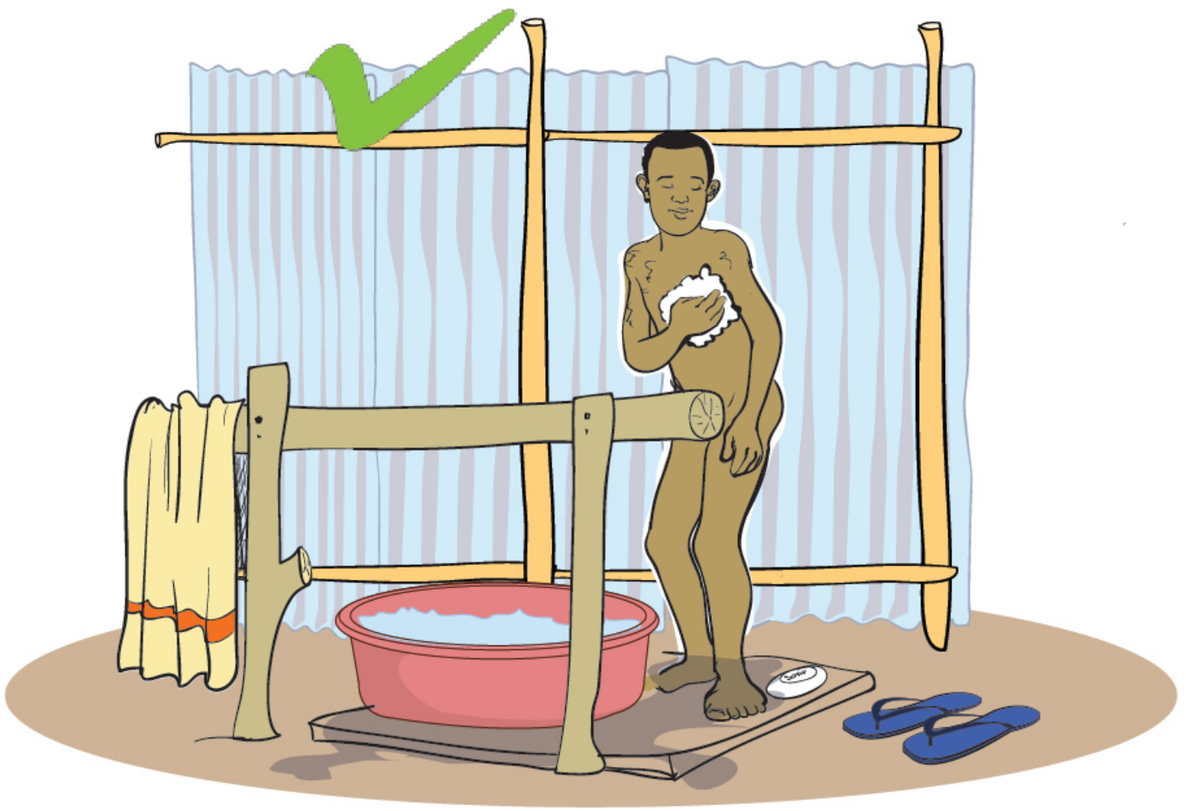


3.7. Construction of tippy tap

Topic 4. We keep ourselves clean and healthy

By the end of this topic, children:

- ✔ Can list good personal and household hygiene practices.
- ✔ Can demonstrate how to properly wash their hands, face and their teeth.
- ✔ Can demonstrate how to properly clean recipients and utensils for water and food transport and storage.
- ✔ Can mention examples of diseases that they can prevent by keeping a good personal hygiene including properly washing their face.



Topic 4. We keep ourselves clean and healthy

Questions for discussions

Problem identification

- What do you do at home to keep up good personal hygiene?
- Which body parts do you wash when and how often?
- How do you transport and store water at home? Do you think this keeps water safe?
- How do you prepareand store food at home? Do you think this keeps food safe?
- How do you wash, dry and store kitchen utensils? Do you think this keeps them clean?
- Are there many insects around in your home? How do you deal with them?

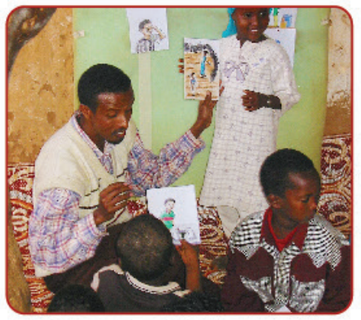
Problem analysis

- What happens if we donot wash your hands with soap at the critical moments?
- What happens if we do not wash your face and your teeth properly?
- What happens if we share a face towel?
- What happens if water is transported and stored in a dirty container?
- What happens if food is prepared on a dirty table and is not covered?
- What happens if flies touch our eyes?
- What happens if kitchen utensils are not washed properly and are lying on the floor?

Finding solutions

- What do we need to do to keep yourself clean?
- What do we need to do to ensure that water is safe to drink?
- What do we need to do to ensure that food is safe to eat?
- What do we need to do to reduce the risks of contamination by insects at home?

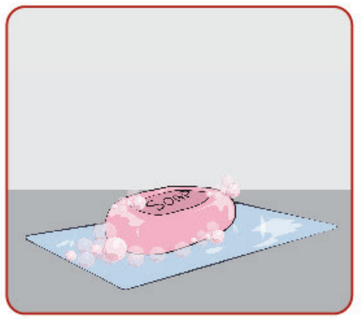
Practical exercises



4.1. Pile sorting of hygiene practices

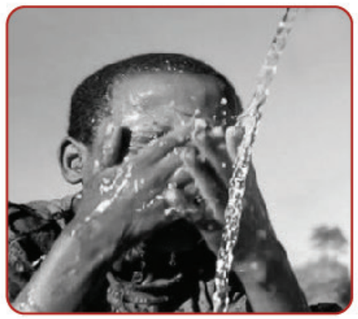
4.2. Hygiene matching game

4.3. Hygiene charades



4.4. Soap making

4.5. Demonstration of tooth brushing

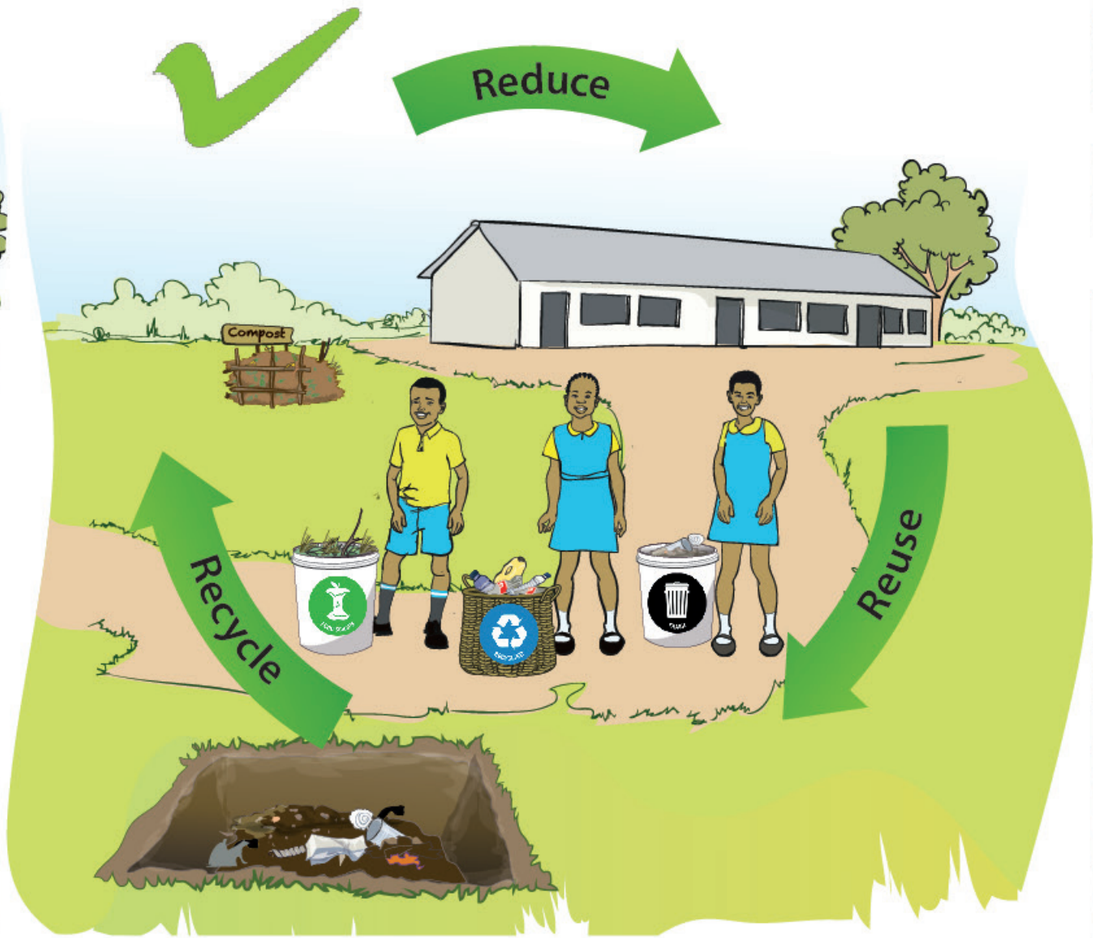


4.6. Demonstration of face washing

Topic 5. We keep our school environment beautiful and healthy

By the end of this topic, children:

- ✔ Can mention the different waste fractions and how to handle them.
- ✔ Can explain what the 3R approach means: reduce, reuse, recycle, and how they apply it in their school.



Topic 5. We keep our school environment beautiful and healthy

Questions for discussions

Problem identification

- What type of waste do you produce in the school (and at home) and how much?
- What do you do with your waste? Do you put it in bins, throw it away, burn it? Do you think it is appropriate to do so? Why?
- Does your waste disappear when you dispose of it?

Problem analysis

- What happens if we leave the waste lying around?
- Why is it important to manage waste properly?
- What impact can bad waste management have on our health? And on our environment?

Finding solutions

- How could we reduce the amount of waste you produce?
- How could we re-utilize/recycle the waste you produce?
- If we cannot recycle or reuse your waste, what can we do with the waste to avoid environmental pollution?

Practical exercises

5.1. Waste collection day

5.2. Waste assessment

5.3. Impact of unmanaged waste

Material	Degradation time
Paper	2-4 Weeks
Cardboard box	2 months
Cotton gloves	1–5 months
Painted wooden sticks	13 years

5.4. Waste degradation rate

5.5. Visit of landfill/dumpsite

5.6. Waste bins from plastic bottles

Topic 6. Growth and change

By the end of this topic, children:

- ✔ Can explain the body change that happens during puberty for both boys and girls and what the menstruation is.
- ✔ For Girls: have practiced how to manage menstruation (Body hygiene, types of pads available and their safe and hygienic disposal).

Topic 6. Growth and change

Questions for discussions

For both boys and girls

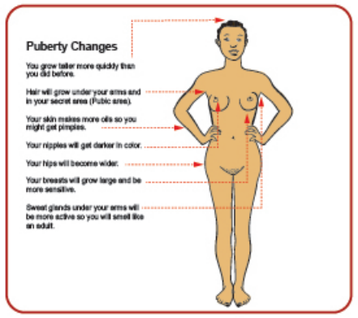
- How does our body change during puberty?
- What are the differences between boys and girls during puberty?
- Are those differences well accepted in our school? ...and in our community? How could we improve the situation?
- Why do girls menstruate and why is it important?
- What does it mean when girls menstruate?
- What are the signs/symptoms of menstruation?

Only for girls

- What types of pads do you use?
- How do you currently manage your menstruation?
- Do you know how the menstruation cycle works and when you can get pregnant?

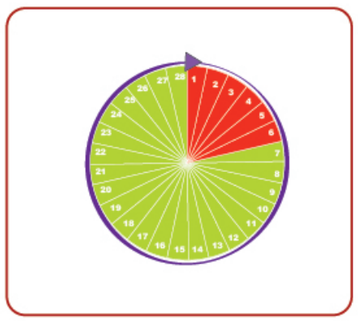
Practical exercises

6.1. Introduction to menstruations



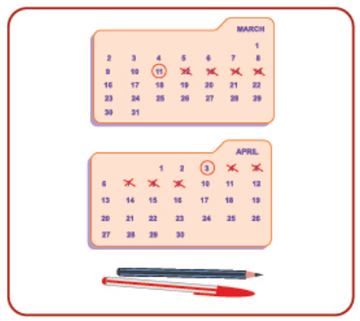
6.2. Body changes in boys and girls

6.3. Myth bursting



6.4. Removing stigma about menstruation

6.5. Setting up a special girl's club



6.6. Keeping a menstrual calendar

6.7. Managing menstruation hygienically

6.8. Menstruation product show

6.9. Reusable pad workshop

Other health issues that you might want to address with the children:

- Keeping eyes and face clean to help stop eye infections such as **trachoma** and **conjunctivitis**. Washing the face is extremely important. Never rub your eyes if they are sore or itchy.

- The different ways of getting **worms** either by swallowing the eggs or larvae of worms in contaminated water; by picking up through the skin infectious larvae of hookworm from contaminated soil; or by swallowing infectious larvae of worms in undercooked meat or vegetables. Ways to avoid worms include hand washing after defecation and before eating; washing clothes regularly, wearing shoes, using a latrine and cooking food well.

- **Bilharzia** is caused by infestation by a type of flatworm, or fluke (parasite). Fluke larvae are released by freshwater snails. These larvae penetrate the human skin and mature into adults. Female flukes may lay eggs that cause inflammation. People who bathe in tropical lakes, rivers, canals or freshwater pools (that haven't been chlorinated) are at risk. The infection can be avoided by not swimming or wading in water where bilharzia is known to occur.

- **Guinea worm** is a debilitating disease. In order to prevent it it's always advisable to filter your drinking water especially one obtained from open sources of water. You should also avoid stepping on water sources since the parasite may find its way into the water and infect some one else who drinks that water.

- **Malaria** is another killer disease. It is spread by mosquitoes; they breed in stagnant water. After a mosquito has bitten you it usually takes about 12 days before you start feeling unwell. This often includes fever, sweating, shivering, headaches and diarrhoea.

- **AIDS** is caused by infection with virus called the human immunodefiency virus (HIV). HIV is spread by sexual contact with an infected person, by sharing needles with someone who is infected, or less commonly, through transfusion of infected blood or blood clotting factors. Babies born to HIV-infected women may become infected before or during birth or through breast-feeding after birth. People with HIV have what is called HIV infection. Some of these people will develop AIDS as a result of their HIV infection.