



CHAST – Children Hygiene and Sanitation Training

Facilitator's Guide

Version: 2019

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Figure 1: Practicing hand washing, Kericho Kenya (photo: Caritas Switzerland)

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For whom is this Facilitator's Guide?

This Facilitator's Guide provides step-by-step guidance on how to facilitate CHAST with a group of children, including how to use the CHAST materials.

It is designed for anyone who will facilitate CHAST. CHAST facilitators can be teachers themselves, or project staff, health workers, youth leaders, etc. From experience, Caritas Switzerland recommends that teachers facilitate CHAST to their class. This is the way Caritas Switzerland implements CHAST projects.

Before using this Guide, it is recommended that the facilitators have completed a training on how to facilitate CHAST (often called Training of Trainers) by an experienced CHAST trainer. Please contact us for recommendations on CHAST trainers.

This Facilitator's Guide is structured as follows:

- **Part 1. What is in the CHAST Kit?** It provides details on the materials available in the CHAST Kit for each topic and each activity, and advice for adaptation of the materials to your specific context.
- **Part 2. How to facilitate CHAST?** It provides general recommendations on how to ensure children's participation and learning by doing.
- **Part 3. CHAST for lower primary school children.** It provides a step-by-step guidance on how to facilitate the activities for lower primary school children.
- **Part 4. CHAST for upper primary school children.** It provides inspiration on how to go more in depth on the topics related to hygiene and sanitation with upper primary school children, with suggestion of questions for discussions and examples of practical exercises.
- **Part 5. How to activate a School Health Club?** It provides information on what the school health club is and the important role it plays to institutionalise good practices in schools.

Part 1. What is in the CHAST Kit?

Materials contained in the CHAST Kit

Before starting CHAST facilitation, it is important to check that the CHAST Kit is complete.

The CHAST Kit contains the following documents:

- The CHAST Methodology Outline;
- The CHAST Facilitator’s Guide;
- The CHAST Flipchart for upper primary school children.

It also contains puppet *Dolly*, posters and cards required to facilitate the different activities and practical exercises. More details are provided in Table 1.

level	Step	Activity/ topic	Material in the CHAST Kit
All	All	All	<ul style="list-style-type: none"> • Puppet <i>Dolly</i>
Lower primary	Step 1	Folder 1.1.	<ul style="list-style-type: none"> • 3 laminated A4 posters: <i>Smarty, Ruby, Naughty</i>
		Folder 1.2.	<ul style="list-style-type: none"> • 10 laminated A4 posters in colour • 10 non-laminated A4 posters in black and white, to be photocopied
		Folder 1.3.	<ul style="list-style-type: none"> • 7 laminated A4 posters
	Step 2	Folder 2.1.	<ul style="list-style-type: none"> • 2 laminated A4 posters displaying two smileys • 18 laminated A4 posters with good and bad practices
		Folder 2.2.	<ul style="list-style-type: none"> • 2 sets of 36 cards (18 pairs)
	Step 3	Folder 3.1.	<ul style="list-style-type: none"> • 7 laminated A4 posters
		Folder 3.2.	<ul style="list-style-type: none"> • 1 laminated A4 poster: the fly • 1 laminated A4 poster with the role-play script
	Step 4	Folder 4.1.	<ul style="list-style-type: none"> • 1 laminated A4 poster: <i>Naughty</i> being sick • 4 laminated A4 posters displaying the transmission routes • 4 laminated posters on blocking the transmission routes
		Folder 3.2.	<ul style="list-style-type: none"> • 1 laminated A4 poster: the fly • 1 laminated A4 poster with the role-play script
		Folder 3.2.	<ul style="list-style-type: none"> • 1 laminated A4 poster: the fly • 1 laminated A4 poster with the role-play script
Upper primary			<ul style="list-style-type: none"> • Overview of practical exercises for upper primary school • CHAST Flipchart
		Topic 6	<ul style="list-style-type: none"> • 2 laminated A4 posters for body change in boys and girls • 1 laminated A4 poster displaying the menstrual calendar • 1 laminated A4 poster displaying the menstrual wheel

Table 1: Materials in the CHAST Kit

How to adapt the CHAST Kit to different contexts?

The **CHAST Methodology Outline**, is a generic document targeting organisations, donors or education authorities interested in understanding, what CHAST is about, what it aims to do and how it works. It does not need any adaptation or tailoring to a specific country context.

The CHAST Facilitator's Guide and the CHAST Flipchart, however, are materials for facilitation and can be adapted to a specific country context.

- The name of puppet *Dolly* and the characters should be local names;
- If a proper puppet is not available, a version of puppet *Dolly* can be improvised from a tennis ball or another ball wrapped in a small scarf;
- The background displayed in the posters and the environment should take into consideration local customs, religion, class, interpersonal relationships, lifestyle, common daily activities, local buildings and facilities (such as water sources and toilets), vegetation and animals etc.

For this revised version of CHAST, the posters have also been adapted and improved. Please use these posters as a model when adapting them to your country context.



Figures 2: CHAST session at school, Kericho Kenya (photo: Caritas Switzerland)



Figure 3: Drawings for Colouring, Ethiopia (photo: Andreas Schwaiger)

Part 2. How to facilitate CHAST?

CHAST has been designed for children to learn in an entertaining way according to the 'learning by doing' principle. Below some general advice on how to facilitate CHAST to ensure a participative, inclusive and fun process:

- 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.
- In lower primary school, use puppet *Dolly* as much as possible to attract children's attention and help ensure that one child speaks at a time. Use puppet *Dolly* when you ask questions to the group and throw it to children that want to participate.
- 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 ask 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).

Part 3. CHAST for lower primary school children

Table 2 provides a summary of the steps and activities of CHAST for lower primary school children. For an optimal learning process, it is recommended to follow the order of the activities and the guidance suggested in this CHAST Facilitator’s Guide.

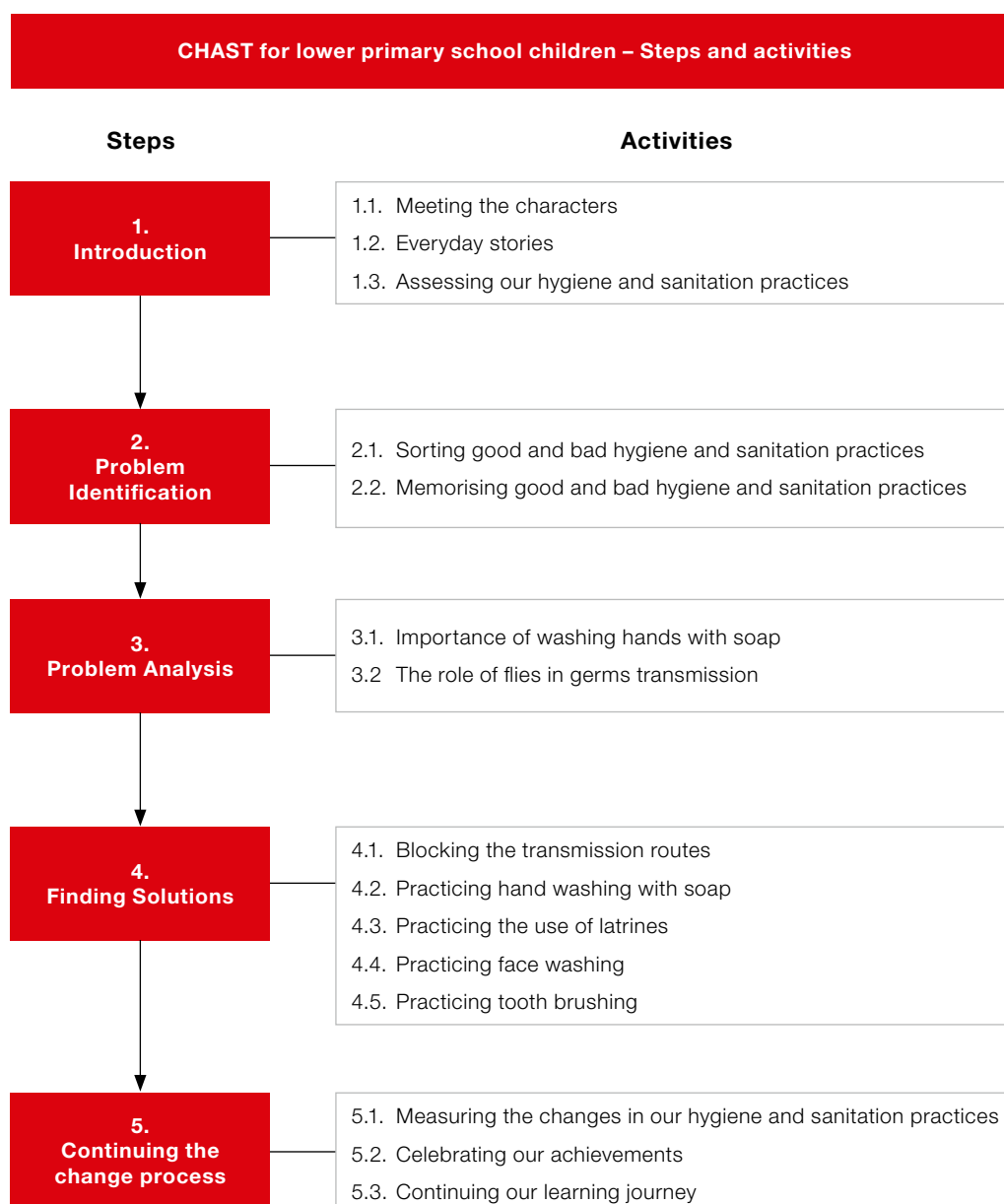


Table 2: The CHAST process for lower primary school children

Step 1. Introduction

Activity 1.1. Meeting the characters

Learning objectives

By the end of the activity, children:

- Are familiar with puppet *Dolly*, and the characters *Smarty*, *Ruby* and *Naughty*.
- Can explain the purpose of CHAST.
- Feel comfortable to participate actively during the CHAST activities.

Duration

45 minutes

Methods

Discussions

Materials

- Puppet *Dolly*
- Posters of the characters from folder 1.1.

What to do?

Opening the activity

– 10 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them. If more convenient, you can also go outside.
- **Introduce yourself:** Even if you are their teacher, start by introducing yourself: “*My name is [...], my age is [...], and my favourite colour is [...]*”. Children should understand that this is different from usual classroom lessons. It helps to make them feel more comfortable to participate.
- **Introduce puppet Dolly:** Hold puppet *Dolly* and address the children: “*Hello everyone! How are you this morning? I am fine. My name is Dolly. Do you know what my favourite colour is? My favourite colour is [...]. I am your friend and I listen to whoever talks to me. Whoever holds me can speak up and/or lead an activity. I will be with you during all CHAST activities.*”



Smarty



Ruby



Naughty

Figure 4: Introducing the CHAST characters (Illustrations: Joe Ngari)

Part 3. CHAST for lower primary school children

- **Clarify what CHAST is and what will happen during CHAST activities:** Using puppet *Dolly*, explain to the children that every so often, there will be an activity to learn and practice how we can improve our health and make our school healthier and more beautiful. These activities are supposed to be fun and participative. There will be games, discussions, role plays and demonstrations. These activities are called CHAST. Explain that CHAST means Children's Hygiene and Sanitation Training.

Introducing the characters

– 20 min –

- **Let the children introduce themselves:** Throw puppet *Dolly* to a child and invite her/him to introduce her/himself: "*Please introduce yourself. Tell us your name, your age and your favourite colour.*" When the child has finished, ask her/him to throw puppet *Dolly* to another child for her/him to introduce her/himself in a similar way. Repeat a few times. Even if you already know all the children and they all know each other, this helps breaking the ice and making children feel comfortable to speak.
- **Introduce the characters:** Once ready, introduce the characters *Smarty*, *Ruby*, and *Naughty* using the posters displaying the three characters: "*Here you can see Smarty. He is 10 years old and his favourite colour is orange. Watch how he is blowing his nose. Is that a hygienic way of clearing your nose?*" Do the same for *Ruby* and *Naughty*. After each question, leave time for children to react. Throw puppet *Dolly* to another child who wants to answer. Make sure that the children notice that *Naughty* is blowing his nose in an unhygienic way, while *Smarty* is doing it well.

Closing the activity

– 15 min –

- **Select a song:** Ask the children whether they know any song that carries messages related to cleanliness or personal hygiene. If not, help them select a famous song and guide them to find new words for it. The song can also involve clapping, dancing and demonstrations. Keep it as simple as possible.
- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

- As this is the first time that the children see puppet *Dolly*, you can decide to let every child introduce her/himself and hold puppet *Dolly*.
- It is recommended to keep the same song for the whole process. This also helps children internalise the song and make it the CHAST 'anthem' at school and at home.
- Activity 1.1 and Activity 1.2 can be combined.

Activity 1.2. Everyday stories

Learning objectives

By the end of the activity, children:

- Can explain why improving our health is part of our everyday activities.
- Feel comfortable to participate actively during the CHAST activities.
- Are eager to learn how they can improve their health.

Duration

45 minutes

Methods

Colouring and discussions

Materials

- Puppet *Dolly*
- Posters of the characters from folder 1.1.
- Black-and-white posters of everyday stories from folder 1.2.
- Colour posters of everyday stories from folder 1.2.
- Crayons

What to do?

Opening the activity

– 10 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a way that they can easily make groups and do colouring.
- **Remember puppet *Dolly* and the three characters:** Use puppet *Dolly* again to address the children. This helps break the ice and remind children that they are encouraged to participate. “*Do you remember me? What is my name? What is my favourite colour?*”. Using the posters of *Smarty*, *Ruby* and *Naughty* from folder 1.1., ask the children: “*Do you recognise these boys and this girl? Do you remember their names and favourite colours?*”. Leave enough time for the children to answer. Throw puppet *Dolly* to the children who want to reply and let them address the whole group.
- **Introduce new children:** If there are any children that did not attend the previous activity, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves: “*Tell us about yourself. What is your name, your age and favourite colour?*”.



Figure 5: Colouring and favourite daily activities (Illustrations: Joe Ngari)

Part 3. CHAST for lower primary school children

- Explain the purpose of this activity: Using puppet *Dolly*, explain to the children that, in this activity, we are going to discuss and colour our favourite daily activities. This is important because improving our health and making our school healthier and more beautiful should also become part of our daily activities.

Colouring and discussing our favourite daily activities

– 30 min –

- **Discuss everyday stories:** Ask the children to form groups and hand out one coloured poster to each group. Ask the children if they recognize our three friends. Throwing puppet *Dolly*, ask one child at a time to describe what she/he sees on the poster and if she/he practices this activity sometimes. Leave enough time for children to respond.
- **Distribute the black-and-white posters for colouring:** Keeping the same groups, distribute the black-and-white posters corresponding to the colour poster, as well as crayons. Ask the children to colour the posters. Provide only minimal guidance.
- **Link children's daily activities with good hygiene and sanitation practices:** Once the groups have finished colouring, hang the posters in the classroom. Using puppet *Dolly*, ask the children what link they see between these activities and our health. If necessary, guide the discussion with some questions such as:
 - What happens when we are sick? Can we still do our favourite activities?
 - After these activities, we are often thirsty, hungry and also dirty. What do we need to do to remain healthy?Guide the discussions towards the importance of drinking safe water, eating food that is prepared hygienically, and washing ourselves. Leave enough time for them to react. Clarify if necessary.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

- Taking time to discuss children's favourite daily activities is important to break the ice and for children to make the link between everyday life and good health. It also helps children understand that good hygiene and sanitation practices are also daily activities. As much as possible, you should refer to these daily activities in the next CHAST activities.
- The colouring activity can be introduced as a competition.
- The CHAST Kit contains one set of black-and-white posters. It is recommended to photocopy these posters before this activity so that there is always a set ready in the CHAST Kit.
- If possible, make as many copies of the black-and-white posters as there are children so that all can participate in the colouring.
- The size of the groups for colouring depends on the availability of crayons and the number of copies of the black-and-white posters.

Activity 1.3. Assessing our hygiene and sanitation practices

Learning objectives

By the end of the activity, children:

- Have shared their current hygiene and sanitation practices.
- Feel comfortable to participate actively during the CHAST activities.
- Are eager to learn how they can improve their health.

Duration

45 minutes

Methods

Voting/balloting with pocket chart

Materials

- Puppet *Dolly*
- Posters of the characters from folder 1.1.
- Posters from folder 1.3.
- Two set of tokens
- A board that can easily be turned

What to do?

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them.
- **Greetings with puppet Dolly:** *"Hello, how are you this morning? I am fine. My name is Dolly and my favourite colour/food/game/song/animal is [...]. Can you please tell me your name and your favourite colour/food/game/song/animal?"*. Throw puppet *Dolly* to the children and leave time for a few of them to hold puppet *Dolly* and answer the questions. If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Introduce *Smarty*, *Ruby* and *Naughty* using the posters from folder 1.1. and ask children: *"Do you remember our what we discussed the last time, and what these three children were doing?"*. Leave enough time for contributions. Throw puppet *Dolly* to any child who wants to speak and remind the other children that only the child that holds puppet *Dolly* can speak. After each contribution, the child can throw puppet *Dolly* to the next child wanting to speak.

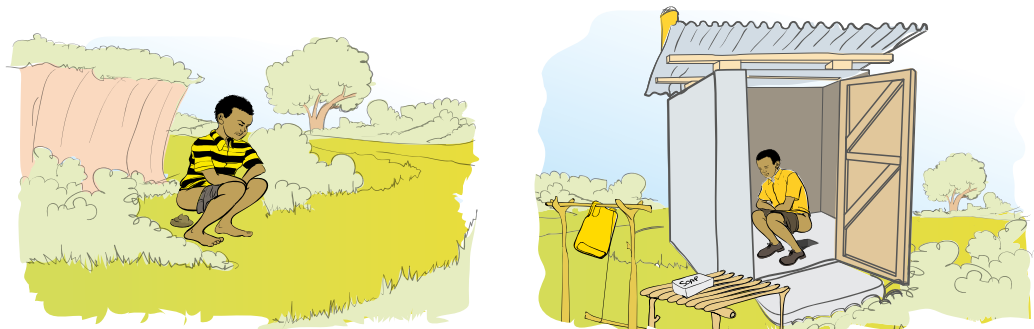


Figure 6: Assessing latrine use (Illustrations: Joe Ngari)

Part 3. CHAST for lower primary school children

- **Explain the purpose of this activity:** Using puppet *Dolly*, explain to the children that we are going to assess our current hygiene and sanitation practices. There are different questions, and children are going to vote depending on what they practice at home. Highlight that it is important to be honest and that there is no reward nor punishment.

Testing with a simple question

– 15 min –

- **Prepare for the pocket chart:** Using a board that can easily be turned around, pin the posters 1.a and 1.b of *Ruby* and *Smarty* next to each other on the board with an open envelope under each poster.
- **Provide instructions:** Give all boys one type of token and all girls a different type. Point at the two posters of *Smarty* and *Ruby* and ask children if they remember them. Then, ask the children: “Are you a girl like *Ruby* or a boy like *Smarty*?”. Explain to the children that they must place their token in the envelope under the poster of their gender.
- **Time to vote:** Turn the board around so that voting can be done in privacy. Ask the children to stand up and make a line towards the board. One at a time, let them go behind the board to place their tokens in the envelopes under the corresponding poster.
- **Analyse the results:** Once ready, turn the board around. Empty each envelope and count out loud the number of tokens in each envelope and distinguish how many tokens are from boys and from girls. Ideally, all boys’ tokens should be under *Smarty* poster and girls’ tokens under *Ruby* poster. If this is not the case, gently explain why it is incorrect and clarify how to use the pocket chart.

Assessing latrine use and handwashing practices

– 10 min –

- **Vote 2. Assessing latrine use:** Remove the posters of *Smarty* and *Ruby*. Pin the posters 2.a and 2.b next to each other on the board with an open envelope under each of them. They display two opposite behaviours: *Naughty* defecating outside and *Smarty* using the toilet. Follow a similar process as described above: Point at the two posters and ask the children to explain what they see on the two posters. Redistribute the tokens according to gender. Turn the board around. Ask the children to do the same again: stand up, line towards the board, go behind it one at a time and place their tokens in the envelope under the poster that corresponds to what they do at home. Once all the children have voted, turn the board around, and count and record the number of tokens in each envelope.
- **Vote 3. Assessing the practice of hand washing with soap:** Follow a similar process as described for voting 2 to assess the practice of hand washing with soap. Pin the three posters 3.a, 3.b and 3.c next to each other: 3.a displays *Smarty* washing his hands with soap after using the latrine, 3.b displays *Naughty* washing his hands but without soap, and 3.c displays *Naughty* eating with dirty hands.
- **We should be honest!** Make sure to clarify that you do not want to know what the correct answer is; you simply want to understand what the children do at home. Remind them that they can be honest as no one sees where they put their tokens.

Discussing the results

– 10 min –

- **Discuss the results:** Discuss the results with the children. If necessary, you can use the following guiding questions:
 - Where do the faeces go when we defecate outside?
 - Why is it important to use a latrine?
 - Why is it important to wash our hands with soap?Do not push the discussion too far: Children should not feel that they are being blamed for their answer.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the song selected in Activity 1.1.

Notes for the facilitator

- If you do not have a board, you can also hang the posters outside the classroom, or on a door. The most important is that children can vote in privacy.
- If you do not have envelopes for collecting the tokens, you can improvise other recipients such as tins, jars, folded pieces of paper etc.
- The tokens can be made of seeds, stones, pieces of colour paper, etc.
- Activity 1.3. aims to assess the current hygiene and sanitation practices of children at school and at home. Even though children are asked to be honest when placing their tokens, the results are likely to reflect their understanding of what they are supposed to do, rather than their actual behaviour.



Figure 7: Opening the activity with puppet Dolly, Somaliland (photo: Susanne Peters)



Figure 8: Sorting good and bad hygiene practices, Tanzania (photo: Christoph Stulz)

Step 2. Problem Identification

Activity 2.1. Sorting good and bad hygiene and sanitation practices

Learning objectives

By the end of the activity, children:

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

Duration

45 minutes

Methods

Two-pile sorting and discussions

Materials

- Puppet *Dolly*
- Two smiley posters from folder 2.1.
- Posters of good and bad hygiene and sanitation practices from folder 2.1.

What to do?

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them.



Figure 9: Sorting good and bad hygiene and sanitation practices, Somaliland (photo: Susanne Peters)



Figure 10: Sorting good and bad hygiene and sanitation practices, Tanzania (photo: Christoph Stulz)

Part 3. CHAST for lower primary school children

- **Greetings with puppet Dolly:** *“Hello, how are you this morning? I am fine. My name is Dolly and my favourite colour/food/game/song/animal [...]. Can you please tell me your name and your colour/food/game/song/animal?”*. Throw puppet *Dolly* to the children and leave time for a few of them to hold puppet *Dolly* and answer the questions. If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask the children if they recall what happened in the previous activity. Leave time for contributions.
- **Explain the purpose of this activity:** Using puppet *Dolly*, explain to the children that, in this activity, we are going to distinguish between the good and the bad hygiene and sanitation practices and discuss why they are good or why they are bad.

Sorting the good and the bad hygiene and sanitation practices

– 35 min –

- **Prepare for the activity:** Place the two smiley posters next to each other on the floor or pin it on the blackboard. Ask the children what the difference is between these two smileys: one is happy and one is sad. Then place the posters displaying good and bad hygiene and sanitation practices on the floor in a way that all children can see them. Ask the children to look at these posters carefully. Explain to the children that all good practices should be placed under the happy smiley and all bad practices should be placed under the sad smiley.
- **Option 1: Sort the posters one at a time:** Distribute the posters to the children (one poster per child). One at a time, ask each child to come forward and explain to the others what she/he sees on the poster. Ask her/him if she/he thinks that this is a good practice or a bad practice and why. Then let the other children give their opinion. Leave enough time for discussion. Clarify if necessary. Once there is a consensus, ask the child to place the poster either under the happy smiley or the sad smiley. Do the same for all other posters.
- **Option 2: Sort the posters all together:** Leave all the posters on the floor. Let the children discuss among themselves and place the posters either under the happy smiley or the sad smiley with minimum guidance. Once ready, ask one or two volunteers to explain why they placed the posters the way they did. Make sure that you ask them to explain why a practice is good or bad. Leave enough time for discussion. Clarify if necessary.
- **Option 3: Sort posters in two groups:** If the group is too large, divide the children into two groups and give half of the posters to each group. In their group, ask the children to look at their set of posters and discuss whether it is a good or a bad practice and why. Once ready, ask each group to select one or two volunteers to come forward and place their posters under the happy or the sad smiley. Once ready, ask if the children from the other group agree with the way the posters were placed. Leave enough time for discussion. Clarify if necessary.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Activity 2.2. Memorising good and bad hygiene and sanitation practices

Learning objectives

By the end of the activity, children:

- Can give examples of good and bad hygiene and sanitation practices.
- Can explain why these practices are good or bad.

Duration

45 minutes

Methods

Game and discussions

Materials

- Puppet *Dolly*
- Two sets of memory cards from folder 2.2.

What to do?

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them.
- **Greetings with puppet Dolly:** *“Hello, how are you this morning? I am fine. My name is Dolly and my favourite colour/food/game/song/animal is [...]. Can you please also tell me your name and your favourite colour/food/game/song/animal?”*. Throw puppet *Dolly* to the children and leave time for a few of them to hold puppet *Dolly* and answer the questions. If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask the children if they recall what happened in the previous activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Using puppet *Dolly*, explain to the children that today, they are going to play a game to help them remember the good and the bad hygiene and sanitation practices and better understand why they are good or bad practices.

Playing the memory cards game

– 35 min –

- **Explain the rules of the game:** Take time to explain the rules of the memory cards game. The instructions might sound complicated at first. If necessary, ask for three volunteers and, with them, demonstrate to the other children how to play the game.
- **Time to play:** Divide the children into groups (two to four) and give one set of memory cards to each group. Depending on the size of the group, you can either let all children play at the same time or ask children to play in turns. Leave enough time for the children to play.
- **Discuss the good or bad hygiene and sanitation practices:** Once the groups have finished or once the time has elapsed, ask the children to discuss, among themselves, what they see on the pairs of cards that they won, whether it is a good or a bad practice and why.

Part 3. CHAST for lower primary school children

Rules of the memory cards game: The memory cards game can be played by many children at the same time, but it works best with two to five players. The CHAST Kit contains two sets of memory cards. In each set, there are 18 pairs of cards. Before starting to play, all cards should be randomly placed face down on the floor.

Children should play as follow: in turn, each child turns two cards and leaves them face up where they remain so that the other children can also see them. If the two cards match, she/he removes the pair from the game and keeps it with her/him. If the two cards are different, they should be turned back to face down. When a child finds a pair, she/he can continue playing and turn another two cards. When the two cards do not make a pair, then it is the turn of the next child to play and to turn two cards. The game stops when all pairs are won. The goal is to win as many pairs as possible.

Note: Children should not turn the cards randomly. It is important that all children observe carefully the cards turned by the other children and try to remember where they are placed on the floor. When their turn comes, they can find the matching cards more easily

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

- Younger children may find the memory cards game difficult at first but should catch up quickly. If some children have trouble, you can play two or more rounds with them.
- As there are two sets of memory cards with 18 pairs: you can decide to divide the sets into two so that four groups can play at the same time. Playing with less pairs in the game is also easier and quicker. The memory cards game can also be played as a competition between two teams.
- You can set a time-lapse for the end of the game instead of waiting until that all pairs have been found.



Figure 11: Memory game, Ethiopia (photo: Lucie Leclert)



Figure 12: CHAST hygiene and sanitation messages on toilet wall, Kericho Kenya (photo: Lucie Leclert)



Figure 13: Lunchtime,
Kericho Kenya (photo: Lucie Leclert)



Figure 14: Water access at school,
South Sudan (photo: Sabine Schild)

Step 3. Problem Analysis

Activity 3.1. Importance of washing hands with soap

Learning objectives

By the end of the activity, children:

- Can explain why we can get sick if we do not wash our hands with soap.
- Can indicate what we can do to remove the germs on our hands and stay healthy.

Duration

45 minutes

Methods

Story telling and discussions

Materials

- Puppet *Dolly*
- Posters for the story telling from the folder 3.1.

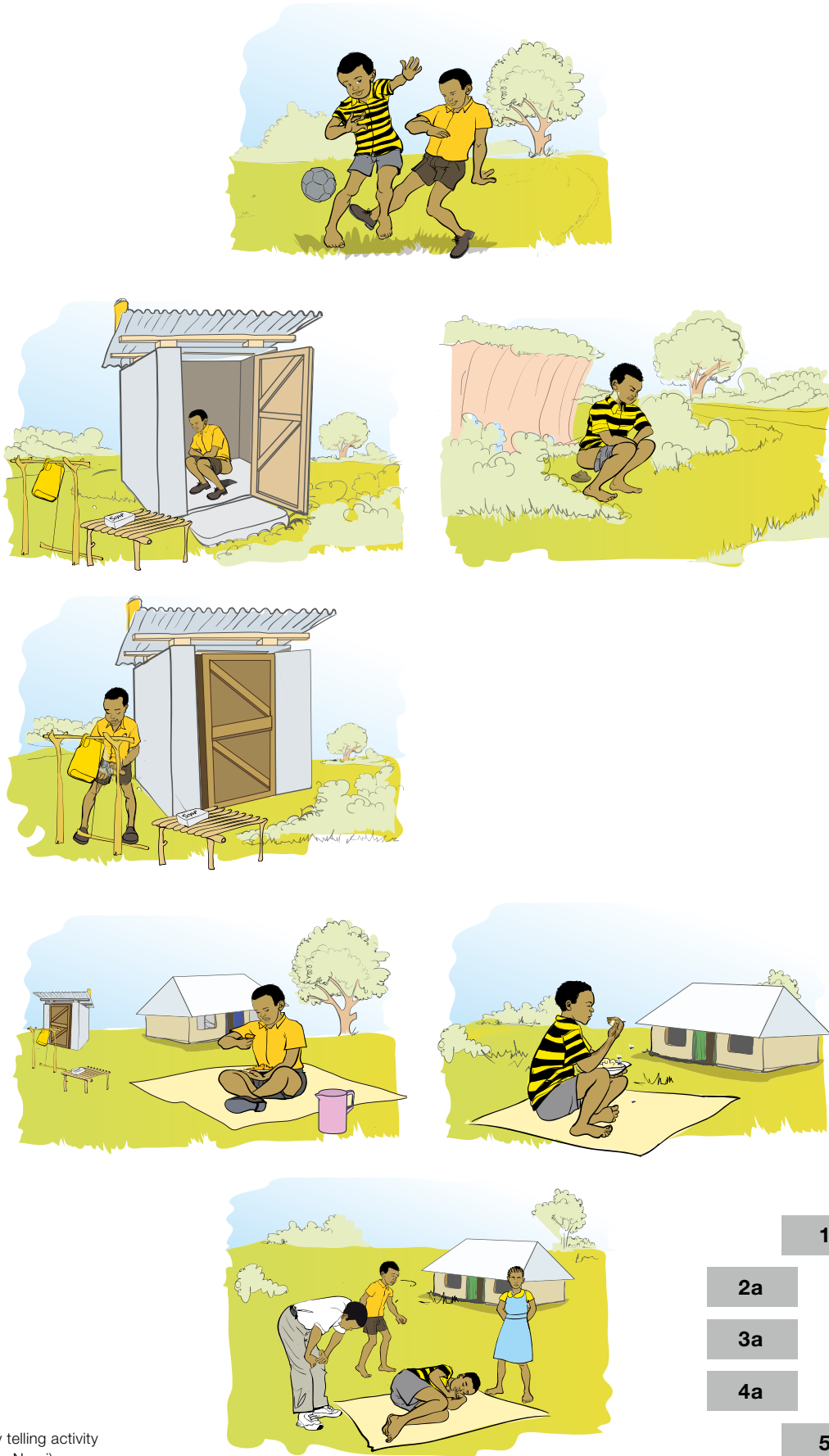
What to do?

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them.
- **Greetings with puppet Dolly:** *"Hello, how are you this morning? I am fine. My name is Dolly and my favourite colour/food/game/song/animal is [...]. Please can you tell me your name and your favourite colour/food/game/song/animal?"*. Throw puppet *Dolly* to the children and leave time for a few of them to hold puppet *Dolly* and answer the questions. If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask the children if they recall what happened in the previous activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Using puppet *Dolly*, explain to the children that we are going to tell a story about our friends *Naughty* and *Smarty*, which will help us understand why we can get sick and what we can do to avoid getting sick.

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- 1
- 2a 2b
- 3a
- 4a 4b
- 5

Figure 15: Story telling activity
(Illustrations: Joe Ngari)

Participative story telling

– 15 min –

- **Prepare for the activity:** Place the posters on the floor or pin them on the board, as depicted in the figure above.
- **Tell the start and the end of the story:** Start the story by pointing out at the first poster and asking the children who they can see on the poster. Once the children have recognized *Smarty* and *Naughty*, ask them to describe what they are doing. Then point out at the last picture and ask the children to explain what they see (*Naughty* is sick. *Smarty* is well). Leave enough time for discussions. Mention that we will now try to understand what has happened to *Naughty*.
- **Option 1. Discuss in pairs:** Ask the children to come closer to the board and look carefully at the posters in the middle of the story. Ask them to make pairs and discuss with their friend the differences between *Naughty's* and *Smarty's* behaviour. Once ready, ask one volunteer to come forward and explain to the others what she/he sees on the posters using puppet *Dolly* to speak. If other children want to react or add to what their friend just said, throw puppet *Dolly* to them and let them participate.
- **Option 2. Discuss in two groups:** Ask half of the children to stand on *Smarty's* side of the story and ask the other half to stand on *Naughty's* side. Let each group have a careful look at how their character is behaving. Leave some time for children to discuss among themselves. Once ready, ask one child from each group to explain the behaviour of her/his character.
- **Understand why Naughty is sick:** Ask the children to reflect on the differences between the behaviours of the two boys. Guide them until they mention that *Naughty* did not wash his hands with soap, and this is why he got sick, while *Smarty* always washes his hands and remains healthy.

Discussions

– 25 min –

- **Reflect:** Once children have understood that *Naughty* is sick because he did not wash his hands, you should provide more information on why hand washing with soap is so important. You can ask the following series of questions to lead the discussions with the children:
 - Why do you think not washing hands with soap made *Naughty* sick?
 - What could be on *Naughty's* hands that made him sick? How did it come on his hands?
 - Look at *Smarty*: can you describe how he washed his hands (highlight the soap). Why do you think soap is important?
 - How do you think *Naughty* will behave next time? Do you think he learned his lesson?
- **Relate the story to the children's personal experience:** To conclude the discussions, ask the following questions to make children relate the story to their personal experience:
 - Did you ever get diarrhoea or bad stomach pain?
 - What do you think made you sick? Do you think it was because you did not wash your hands properly with soap?
 - At which moment during the day is it key that we wash our hands with soap?

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

- Another way to carry out this activity is by placing only the posters of the start and the end of the story on the floor and letting children reconstitute the story in the middle using the cards, with minimum guidance. In any case, the most important part of this activity is the discussions around the story and the reflection on children's practices.

Technical background

Critical times for hand washing

There are five critical times where washing hands with soap is important to reduce faecal-oral transmission of diseases:

- After defecation
- After cleaning a child's bottom
- Before feeding a child
- Before eating
- Before preparing food
- For primary school children, what is most relevant to them, is after eating and before eating.

Activity 3.2. The role of flies in germs transmission

Learning objectives

By the end of the activity, children:

- Can explain how flies can transmit diseases: by transporting germs from faeces lying in the open to our food and our face.
- Can explain why we should use latrines and wash our hands with soap.

Duration

45 minutes

Methods

Role-play and discussions

Materials

- Poster of the fly from the folder 3.2.
- Script for the role-play
- Materials for the role-play: a hand full of sand or small stones to symbolise the faeces, two plates, a mat, materials to symbolise food on plates.

What to do?

The days before – Preparation for the activity

This activity is a role-play meant for four children. The four children can either be volunteers selected at the end of the previous activity, or four members from the School Health Club, if existing.

To save time and avoid that other children wait while the four children rehearse the role-play, it is recommended to prepare the role-play in advance. Ask the selected children to come to you at least one day prior to the activity. Brief them on the role-play script and leave them enough time to rehearse. Provide guidance if necessary.

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and ensure there is enough space for the role-play. It might be more spacious to sit outside.
- **Greetings with puppet Dolly:** *“Hello, how are you this morning? I am fine. My name is Dolly and my favourite colour/food/game/song/animal is [...]. Can you please also tell me your name and your favourite colour/food/game/song/animal?”*. Throw puppet *Dolly* to the children and leave time for a few of them to hold puppet *Dolly* and answer the questions. If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask children if they recall what happened in the previous activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Explain to the children that today, we are going to see a role-play that carries important hygiene and sanitation messages.

Role-play

– 15 min –

- **Welcome:** Together with all the children, welcome the actors with a warm applause and encourage the children to watch the role-play carefully.
- **Perform the role-play:** Leave the floor to the actors!
- **Congratulate the actors:** Once ready, congratulate the actors with their performance and ask all the children to applaud.

Script for the role-play

Naughty is sitting on a mat, opposite of his mother and her toddler. Both *Naughty* and his mum have a plate of food in front of them. A fly cruises slowly around them and sits in a corner, buzzing quietly.

The mother uncovers the plate in front of her and starts feeding the toddler. *Naughty* uncovers his plate and starts eating; Half way, *Naughty* leaves the mat without covering the plate. He walks away (but can still be seen by the audience), squats down and (pretends to) defecate (by letting a handful of stones/sand fall onto the ground to symbolize the faeces). He then returns to the mat, sits down and continues eating.

The fly flies towards the faeces and sits on it. It collects some of faeces (sand or stones) and flies back towards the mother and the toddler. It tries to land on their plate, but it is swatted by the mother, who covers the food. The fly decides to go to *Naughty*, flies around him, and sits on the unguarded food in the plate. *Naughty* continues eating and ignores the fly. The fly drops *Naughty's* faeces (sand or stones) unto *Naughty's* plate and flies back to the mother, who swats it away again, so the fly returns to its corner.

Naughty (pretends to) eat some food in his plate including the pieces of faeces (sand or stone). Suddenly, he looks very anxious and puts his hand on his stomach. He bends his body in pain and put his hand over his mouth. He runs out and (pretends to) vomit, (acts as if he) has strong stomach pain and (simulates) having diarrhoea.



Figure 16: Role of flies in germs transmission
(Illustrations: Joe Ngari)

Discussions

– 20 min –

- **Discuss the lessons from the role-play:** Using puppet *Dolly* and throwing it to children who want to respond, initiate a discussion using the following questions as guidance:
 - What happened in this role-play?
 - How did *Naughty* get sick? (because of the fly; but it can also be because he did not wash his hands with soap. Make sure to come back to this point if the children do not mention it)
 - Why did the fly make *Naughty* sick?
 - What was the fly carrying? Where did the fly get these germs?
 - What else did *Naughty* forget to do that might have made him getting sick too? (not washing his hands with soap) What was on his hands? (Faeces)
 - Why did the mum and the baby remain healthy? (their food was covered, and they did not let the fly sit on their food)
 - How do you think *Naughty* will behave next time? Do you think he learned his lesson?
- **Relate the story to the children's personal experience:** To conclude the discussion, ask the children to reflect on what we should do if we do not want to be sick like *Naughty*. Ask them to discuss in groups. Leave enough time for discussion. Once ready, ask the groups to summarize their discussions, using puppet *Dolly*. Make sure that they mention:
 - Not defecating outside, but using latrines, so that flies cannot sit on faeces.
 - Washing our hands with soap, especially after defecating and before eating.
 - Avoiding that flies come on our food by covering our food.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.



Figure 17: Icebreaker puppet Dolly, Tanzania (photo: Christoph Stulz)



Figure 18: Children in school,
Northern Kenya (Photo: Lucie Leclert)

Step 4. Finding solutions

Activity 4.1. Blocking the transmission routes of diseases

Learning objectives

By the end of the activity, 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.

Duration

45 minutes

Methods

Game and discussions

Materials

- Puppet *Dolly*
- Posters from folder 4.1.: the poster displaying *Naughty* being sick, the posters of the transmission routes, the posters of blocking the routes.

What to do?

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them.
- **Greetings with puppet *Dolly*:** “Hello, how are you this morning? I am fine. My name is *Dolly* and my favourite colour is [...]. Can you please tell me your name and your favourite colour?”. Throw puppet *Dolly* to the children and leave time for a few of them to hold puppet *Dolly* and answer the questions. If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask children if they recall what happened in the previous activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Explain to the children that today, we are going to summarize all the transmissions routes of germs discussed so far and define what we can do to block these routes and avoid getting sick.

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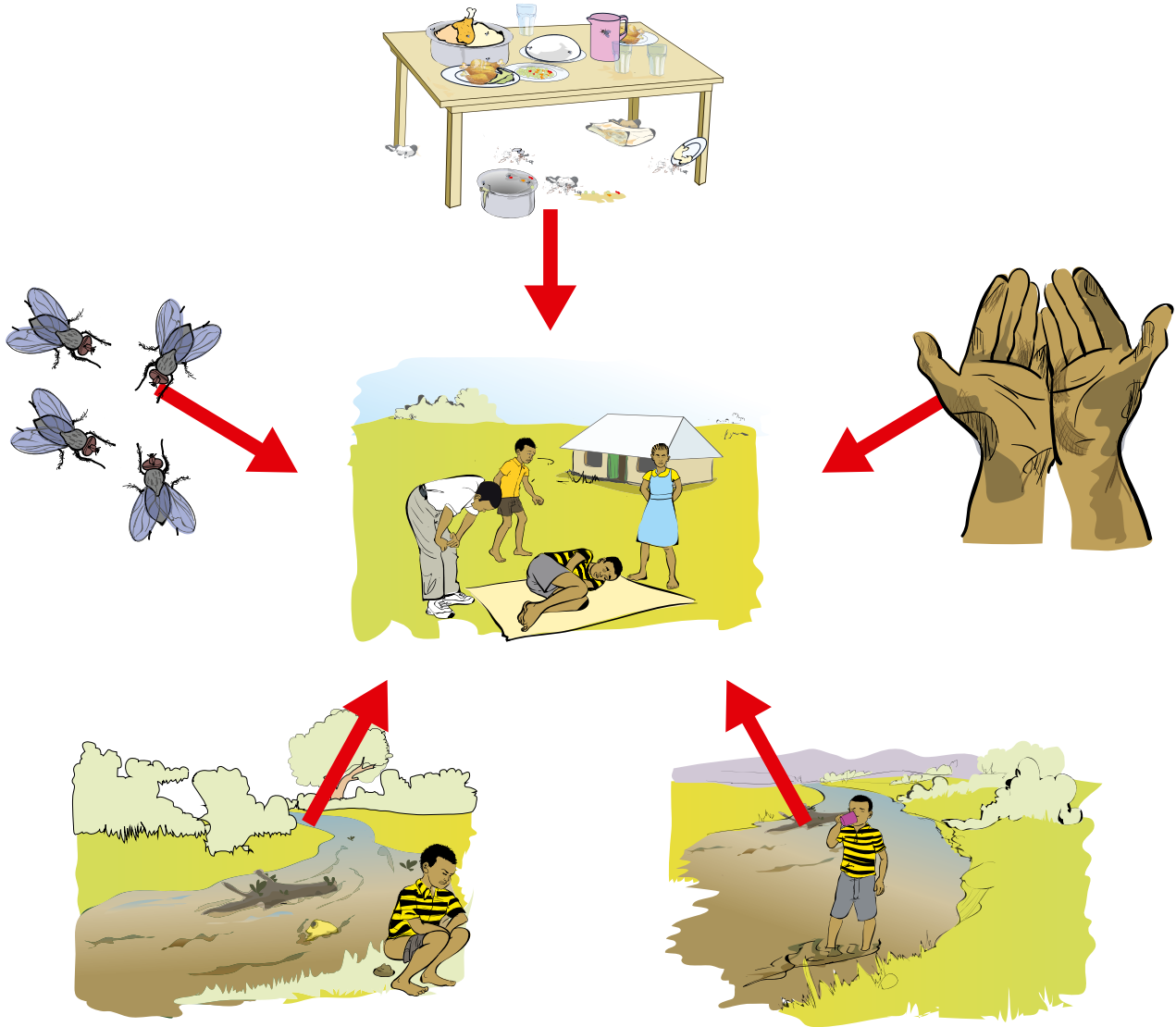


Figure 19: Blocking the transmission routes of diseases
(Illustrations: Joe Ngari)

Summarizing the transmission routes of diseases

– 15 min –

- **Option 1. Identify the transmission routes:** Put the poster of *Naughty* being sick on the floor or pin it to the board. Ask the children to discuss what could have made *Naughty* sick, based on what they have learned in previous activities. Once they have mentioned all the transmission routes of germs (defecating outside, not washing hands with soap, flies, not covering food), place the transmission routes posters around the sick *Naughty*. Clarify if necessary.
- **Option 2. Let the children make the story:** On the floor or on the blackboard, place the poster of *Naughty* defecating in the open from folder 1.3. at the top, and the poster of *Naughty* being sick at the bottom. Ask the children to describe what they see in both posters. Place the transmission routes posters on the floor and ask the children to reconstitute the story. They should draw a F-diagram. Leave enough time for discussion and reflection. Once ready, ask one child to explain why they place the posters the way they did. Clarify if necessary.

Blocking the transmission routes of diseases

– 20 min –

- **Discuss how to block these transmission routes:** Ask children to discuss, in groups or in pairs, what *Naughty* can do to avoid getting sick next time. Leave them enough time to discuss. Once ready, throw puppet *Dolly* to a volunteer and ask him to mention one good hygiene and sanitation practice that can help *Naughty* not to get sick again. Give her/him the relevant blocking the routes poster and ask her/him to come forward and place it on top of the corresponding transmission routes poster. Throw puppet *Dolly* to other children who want to speak and continue until all practices to block the routes of germs are mentioned.
- **Conclude:** Ask one child to come forward and summarize the good practices that can help blocking the transmission routes of germs. Clarify if necessary. As this is the summary of all previous activities, ensure that all the children understand the different transmission routes of germs and how to block them. Indicate that, in the next activities, we will learn more about how to practice them.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Activity 4.2. Practicing hand washing with soap

Learning objectives

By the end of the activity, children:

- Can explain why it is important to wash our hands with soap or other cleaning products.
- Can mention the critical times of hand washing with soap.
- Can mention the steps of proper hand washing with soap or other cleaning products.
- Can demonstrate proper hand washing with soap.

Duration

45 minutes

Methods

Discussions and demonstration

Materials

- Puppet *Dolly*
- A hand washing facility with water
- Soap or other cleaning products

What to do?

The day before – Preparation for the activity

- **Set up the materials:** Prior to the activity, ensure that there is one or more hand washing facilities that are functional and ready to be used, with enough water and soap or other cleaning products.

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and ensure there is enough space around the hand washing facility (ideally outside).
- **Greetings with puppet *Dolly*:** “Hello, how are you this morning? I am fine.” If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask children if they recall what happened in the last activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Explain to the children that today, we are going to repeat why hand washing with soap is important and we are going to practice it.



Figure 20: Hand washing with soap at the tippy tap (Illustrations: Joe Ngari)

Discussion

– 15 min –

- **Refer to activity 3.1.** Ask the children whether they remember the story of *Naughty* when he was playing football with *Smarty* and why he got sick. You can place the posters from the story telling (activity 3.1.) on the floor as a reminder. Leave enough time for discussion until the children remember that it is because he did not wash his hands with soap before eating.
- **Discuss:** Use the following questions to guide the discussions, and throw puppet *Dolly* to the children who want to answer:
 - Why is it important to wash your hands with soap?
 - What can be on your hands?
 - When do you think you should wash your hands?
 - Introduce the critical times of hand washing with soap.
 - Why is it important to use soap?
 - without soap, not all the germs are removed.

Demonstration

– 20 min –

- **Go to the hand washing facility and demonstrate:** Once at the hand washing facility, ask children what is required to wash their hands and ask them to check if all the required materials are available (water and soap). Once ready, ask a volunteer to demonstrate hand washing with soap. Clarify and demonstrate if necessary.
- **Time for practice:** One at a time, ask each child to come forward to the hand washing facility and wash her/his hands with soap. Comment if necessary.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

It can be recommended to carry out demonstration activities (4.2, 4.3 and 4.4) with smaller groups at a time. Other children can either stay in the classroom to play the memory cards game or do some colouring. You can also organize to carry out the demonstration of hand washing, toilet use, face and tooth brushing with smaller groups at the end of the school day over the course of one week.

Technical background

Steps for proper hand washing with soap

- Wetting both hands
- Applying soap, or other cleaning products, to both hands
- Rubbing the palms and the fingers thoroughly against each other
- Rinsing off the dirt with enough water
- Dry the hands on a clean material (could be towel, serviettes, etc) or leave them to dry naturally

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Figure 21: Practicing handwashing with soap, Ethiopia (photo: Andreas Schwaiger)

Activity 4.3. Practicing the use of latrines

Learning objectives

By the end of the activity, children:

- Can mention the reasons why it is important to use a latrine.
- Can demonstrate how to use a latrine properly.
- Can explain how to maintain a latrine.
- Can demonstrate how to clean a latrine properly.

Duration

45 minutes

Methods

Discussions and demonstration

Materials

- Puppet *Dolly*
- A latrine (at the school)
- Anal cleansing material e.g. tissue paper
- A brush, water and any cleaning detergent
- Hand washing facility with enough water and soap

What to do?

The day before – Preparation for the activity

- **Set up the materials:** Prior to the activity, ensure that the latrines are clean and that there is a hand washing facility ready to be used, with water and soap.

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle.
- **Greetings with puppet *Dolly*:** “Hello, how are you this morning? I am fine.” If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask the children if they recall what happened in the last activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Explain to the children that today, we are going to discuss why it is important to use latrines, and we are going to practice how to use them and how to maintain them.

Discussion

– 15 min –

- **Recall activity 4.1.** Ask the children whether they remember the transmission routes of diseases and what can make us sick. You can place the posters from the transmission routes activity (4.1.) on the floor as a reminder. Leave enough time for discussion until the children recall them. Make sure they mention the open defecation and the role of the fly.

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- **Discuss:** Use the following questions to guide the discussion, and throw puppet *Dolly* to the children who want to answer:
 - Do you always use the latrines at school? If not, why not? (maybe not clean enough)
 - Why is it important to use latrines?
 - Where are flies coming from and what can they carry on their feet?
 - What do you normally use for anal cleansing? Where do you dispose the used cleansing materials?
→ Make sure to clarify the best way to dispose the anal cleansing material used.
 - What should we always do after going to the toilet? (hand washing with soap)
 - Why is it important to keep our latrines clean?
 - Have you ever helped cleaning the latrines? Would you be willing to do it?

Demonstration

– 20 min –

- **Ensure that the latrines are clean for use:** Once at the latrines, ask some volunteers to inspect the cleanliness and to share their observations. If the latrines are not clean, ask if there are any volunteers to show us how to clean them. If none, demonstrate it yourselves using water, a brush and cleaning detergent.
- **Demonstrate latrine use:** Ask a volunteer to demonstrate how to properly use the latrines. Ensure that everyone agrees. Otherwise, ask someone to demonstrate it one more time. Comment and correct if necessary.
- **All children to practice:** Ask for volunteers to come forward to the latrine and to demonstrate how to use it. Encourage the small ones to also come forward and demonstrate.
- **Remember hand washing with soap:** Once ready, ask the children if they have not forgotten to do something now that they have used the latrines. Leave them enough time to think until that one child mentions that they need to wash their hands with soap. Once everyone agrees with this, go to the hand washing facility and repeat the hand washing with soap demonstration exercise. Let all children wash their hands with soap.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Technical background

Steps for proper use of latrines (to be adapted depending on the type of toilets)

- Positioning the feet on the foot rest
- Squatting so that all faeces go down the hole
- Ensuring the latrine is still clean after use
- Using an anal cleansing method and dispose of cleansing material adequately (depending on the context and the type of latrines)

Activity 4.4. Practicing face washing

Learning objectives

By the end of the activity, children:

- Can mention the reasons why washing our face is important.
- Can cite examples of diseases that we can get if we do not wash our face properly (trachoma or conjunctivitis).
- Can mention the steps of proper face washing and the importance of using a clean face towel.
- Can demonstrate how to properly wash their face.

Duration

45 minutes

Methods

Discussions and demonstration

Materials

- Puppet *Dolly*
- Soap and clean water
- A basin
- Each child to bring her/his own clean face towel
- Disposable tissue paper

What to do?

The day before – Preparation for the activity

- **Prepare for the demonstration:** Ensure that you have prepared a basin to be filled with clean water and that soap is available.
- **One clean face towel per child:** Some days before the activity, ask the children to bring a clean face towel for the day of the activity. Make sure to have some disposable tissue paper for children who do not remember to bring their own clean face towel.

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and ensure there is enough space around the basin.
- **Greetings with puppet *Dolly*:** “Hello, how are you this morning? I am fine.” If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask children if they recall what happened in the previous activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Explain to the children that today, we are going to discuss why it is important to wash our face every day and we are going to practice proper face washing with soap and with our own face towels.

Part 3. CHAST for lower primary school children

Discussions

– 15 min –

- **Discuss:** Use the following questions to guide the discussion, and throw puppet *Dolly* to the children who want to answer:
 - Do you wash your face at home?
 - Why do you think it is important to wash your face?
 - Do you know any diseases that you can get if you do not wash your face well?
 - When do you wash your face?
 - What should you always do before washing your face?
 - Why is it bad to share a face towel with other children?
 - Why is it important to use clean water for face washing?

Demonstration

– 20 min –

- **Demonstrate proper face washing:** Ask a volunteer to demonstrate how to properly wash her/his face. Clarify or/and demonstrate if necessary.
- **All children to practice (only if enough water is available):** One by one, ask each child to come forward to the basin and to practice how to wash her/his face with water and soap.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

Activity 4.4. Practicing face washing and Activity 4.5. Practicing tooth brushing, can be done at once.

Technical background

Trachoma transmission

Trachoma spreads through contact with discharge from the eyes or nose of an infected person. Transmission routes includes hands, clothing, towels and flies (insects) that came in contact with the eyes or nose of an infected person.

Steps for proper face washing

- Starting by washing your hands with soap
- Filling a wash basin with clean water
- If available, wetting a clean face towel (not shared with others) with clean water. If no face towel is available, use your clean hands.
- Wiping your face starting with the eyes
- Drying your face with other clean towel or letting your face dry in the air

Activity 4.5. Practicing tooth brushing

Learning objectives

By the end of the activity, children:

- Can mention the reasons why brushing their teeth is important.
- Can demonstrate how to properly brush their teeth.
- (If applicable: Can make their own tooth brush using branches from local trees).

Duration

45 minutes to one hour

Methods

Discussions and demonstration

Materials

- Puppet *Dolly*
- Clean water
- Basin / water container
- Cups
- Jerrycan / drinking water vessel
- Knife (if children are using tooth brush from local trees)
- Individual tooth brushes
- Tooth paste (if appropriate)
- Spare tooth brushes to give to children who do not have one at home or who forgot to bring it.

What to do?

The day before – Preparation for the activity

- **Prepare for the demonstration:** Ensure that you have prepared a basin to collect the dirty water and a Jerrycan or drinking water vessel with clean water so that children can take water with their cups or bottles.
- **Ask children to bring their tooth brush from home:** Some days prior to the activity, ask children to bring their own tooth brush and, if possible tooth paste (if appropriate) from home for the day of the activity. If children do not usual brush their teeth with a tooth brush and tooth paste at home, this activity should focus on making one's own tooth brush using local trees.



Figure 22: Good and bad mouth hygiene (Illustrations: Joe Ngari)

Part 3. CHAST for lower primary school children

Opening the activity

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and ensure there is enough space for the role-play.
- **Greetings with puppet Dolly:** “Hello, how are you this morning? I am fine.” If there are any newcomers, throw puppet *Dolly* to them and ask them, one at a time, to introduce themselves.
- **Recall the previous activity:** Ask children if they recall what happened in the previous activity and what they have learned. Leave time for contributions.
- **Explain the purpose of this activity:** Explain to the children that, today, we are going to discuss why it is important to brush our teeth every day and we are going to practice proper teeth brushing as well as making our own tooth brush (if applicable).

Discussion

– 15 min –

- **Discuss:** Use the following questions to guide the discussion, and throw puppet *Dolly* to the children who want to answer:
 - Do you brush your teeth at home? How often?
 - What do you normally use for teeth brushing?
 - Why do you think it is important to brush your teeth?

Making a tooth brush using local trees (only if applicable)

– 15 min –

- **Identify the right tree and branch:** Ask children whether they know of a tree that can be appropriate to make a tooth brush. If one is available in the school compound, walk with the group to the tree. Ask them to identify a branch that has the length and right size to make tooth brushes. Get the branch, cut it into sticks and distribute to a few children.
- **Chewing the stick first:** Ask if one child knows what to do to make these sticks into a good tooth brush. If one child volunteers, let him explain and add/correct if necessary.

Demonstration

– 20 min –

- **Get ready:** Ask each child to show their tooth brush. If possible, give a new tooth brush to children who do not have one. Go outside where you prepared the basin to collect dirty water and the Jerrycan or container with clean water.
- **Demonstrate tooth brushing together with the children:** together with all the children, wet your tooth brush and, if appropriate, put some tooth paste on it. Invite the children to follow your lead – taking care to correct their brushing methods when necessary. Demonstrate how to brush the teeth on the front of one’s upper jaw. Then continue with the back part and then the teeth of the lower jaw in the same manner. Demonstrate how to rinse the mouth with clean water and how to spit the dirty water in the basin.

Closing the activity

– 5 min –

- **Sing!** End the activity by asking all the children to sing the selected song.

Notes for the facilitator

- This activity is very context specific. Make sure to adapt it to your context and not to introduce materials (types of tooth brushes or tooth pastes) if they are not used or not easily accessible locally.
- Activity 4.4. Practicing face washing and Activity 4.5. Practicing tooth brushing, can be done at the same time.

Technical background

Steps of proper tooth brushing

- Use of tooth brush or use of a stick from a suitable tree
- Washing of the tooth brush /stick
- If you use the stick from a tree, chewing the stick until the bark of the top is removed and the fibres are soft like a brush
- Brushing of the upper front teeth from top to bottom several times
- Brushing of the other teeth of the upper jaw from left to right
- Brushing of the backside of the upper jaw and the chewing surfaces
- Brushing of the lower jaw
- Rinse the mouth with clean water and spit the dirty water in the basin



Figure 23: Practicing tooth brushing, Somaliland (photo: Susanne Peters)

Step 5. Continuing the change process

Activity 5.1. Assessing the changes in our hygiene and sanitation practices

The same activity as activity 1.3. should be carried out with the children. Even though children are asked to be honest when placing their tokens, the results are likely to reflect their understanding of what they should be doing, rather than their actual behaviour. Comparing the results of this activity with those of activity 5.1. is therefore more an indication of the children's learnings in the process rather than behaviour change. The facilitator can present the comparative results to the children and discuss with them the reasons for the change.

Activity 5.2. Celebrating our achievements

Children should be proud of what they have learnt and should celebrate their achievements! Teachers can decide to organise a ceremony to celebrate that a class or the school completed the CHAST process. Children that completed CHAST can receive a certificate or a reward such as notebooks, soaps, coloured pencils, etc.

Activity 5.3. Continuing our learning journey

Creating an enabling environment for behaviour change

Promoting and practicing good hygiene and sanitation behaviour does not stop when CHAST is completed. Teachers can encourage and guide groups of children to initiate activities inside or outside their school to continue sharing their learnings and good practices with their peers and families and thereby become change agents. Please also refer to Part 5 for more information.



Figure 24: Drawing visual cues for the school compound to trigger good hygiene and sanitation practices, Ethiopia (photo: Andreas Schwaiger)

Additional activities to include good hygiene and sanitation practices into the school routine

Teachers can be encouraged to initiate additional activities to integrate good hygiene and sanitation practices into the school routine, such as:

- Promoting weekly monitoring of the WASH facilities status by children;
- Routinizing hand washing with soap with all children at fixed times during the day;
- Starting each morning class by one key message on hygiene and sanitation;
- Having a teacher on duty during school break times who reminds children to wash their hands with soap after using the toilets;
- Organising regular practical sessions such as constructing a tippy tap or making soap;
- Displaying visual cues at the school compound to trigger good hygiene and sanitation practices such as placing mirrors to attract children to the hand washing facilities, placing posters or stickers at handwashing facilities or footsteps from latrines to hand-washing facilities;
- Organising a competition for drawings with a hygiene message. The best drawing can then be painted on the latrine walls or printed as a cover page of note books;
- Organising activities to celebrate global WASH days, interclass or interschool competitions, end of the year events etc. and invite parents, local government, and the broader community. Activities can include: role plays, games and demonstrations on good hygiene and sanitation practices etc.
- Organising exchange visits with other schools;
- Organising outreach activities to the nearby villages;
- Adapting the design of WASH facilities to the specific needs of smaller children.

From good hygiene and sanitation practices to environmental protection

The school can continue its learning journey to become a healthy and environmentally friendly school by initiating a school garden and introducing environmentally-friendly activities with the children (Please refer to the Blue Schools Kit: <http://waterconsortium.ch/blueschool/>).



Figure 25: CHAST session for upper primary school children, Tanzania (photo: Christoph Stulz)

Part 4. CHAST for upper primary school children

As older children might already know how to differentiate a good hygiene and sanitation practice from a bad one, 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 transmission route is covered in a specific topic in which discussion points and practical exercises are suggested. It follows the same gradual process as for lower primary school children: identifying the problem, analysing it and understanding the good practices linked to the specific topic. Further details on how to facilitate practical exercises are provided under each topic.

There are 6 topics in total:

Topics	Focus
Topic 1. How do we get diarrhoea?	This topic is for children to understand how waterborne and hygiene-related diseases are transmitted.
Topic 2. We drink safe water	This topic focuses on the importance of clean (not just clear) water and the steps to make water safe for drinking.
Topic 3. We use latrines and wash our hands with soap	This topic focuses on proper latrine use and handwashing with soap.
Topic 4. We keep ourselves clean and healthy	This topic focuses on general household and personal hygiene.
Topic 5. We keep our school environment beautiful and healthy	This topic focuses on waste management and how bad waste management can impact on our health and on our environment.
Topic 6. Growth and change	This topic focuses on the body changes in both boys and girls during puberty, breaking the taboos around gender and menstruations and learning how to manage menstruations in a safe and hygienic way.

Table 3: CHAST process for upper primary school children

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. Below is a suggestion on how to facilitate one session.

Duration

50 minutes

Methods

Discussions and practical exercises

What to do?

Opening the session

– 5 min –

- **Choose an arrangement to encourage participation:** Make the children sit in a circle and sit among them. If more convenient, you can also go outside.
- **Introduce yourself:** Even if you are their teacher, start by introducing yourself in a funny way: “*My name is [...], my age is [...], and my favourite animal/sport/singer is [...]*”. As for CHAST in lower primary, children should understand that this is different from usual classroom lessons. It helps to make them feel more comfortable to participate.
- **Clarify what CHAST is and what will happen during the CHAST topics:** Explain to the children that every so often, there will be a session to learn and practice how we can improve our health and make our school healthy and beautiful. These sessions are not like the usual classes: they are supposed to be fun and participative. Explain that these topics are part of CHAST and clarify what CHAST means. If the group already knows CHAST, clarify that these topics aim to continue our learning and further improve our hygiene practices for good health.

Discussions

– 20 min –

- **Discuss:** Use the questions to guide the discussion and make sure to leave enough time for discussions and further clarification.

Time for practical exercises

– 20 min –

- **Time to practice:** Select from the list of practical exercises as indicated in the Flipchart and **carry out one or more practical exercises**. You do not need to do all the suggested practical exercises.

Closing the session

– 5 min –

- **Select a song:** Ask children whether they know any song that carry messages related to cleanliness or personal hygiene. If not, help them select a famous song and guide them to find new words for it. The song can also involve clapping, dancing and demonstrations. Keep it as simple as possible.
- **Sing!** End the activity by asking all children to sing the selected song.



Figure 26: Discussing latrine use, Tanzania (photo: Christoph Stulz)



Figure 27: A girl during a CHAST activity in Tigray region, Ethiopia (photo: Sabine Schild)

Topic 1. How do we get diarrhoea?

This topic is for children to understand how waterborne and hygiene-related disease are transmitted.

Learning objectives

By the end of this topic, the children:

- Can give examples of waterborne and hygiene-related diseases
- Can mention the different transmission routes of waterborne and hygiene-related diseases and the related practices that would help prevent us from getting sick.

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?

Important days to organize public water and hygiene activities at school:

- 22/03: World Water Day
- 28/05: Menstrual Hygiene Day
- 15/10: Global Hand washing Day
- 9/11: World Toilet Day

1.1. Blocking the transmission routes – Participatory activity

Objectives

For children to be familiar with all the transmission routes of germs and learn the good hygiene and sanitation practices to block these transmission routes and help us to stay healthy.

Materials

- Posters from Activity 4.1. of CHAST for lower primary school children

How to facilitate it?

- Refer to Activity 4.1. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

1.2. The transmission routes – Role play

Objectives

For children to be familiar with all the transmission routes of germs and learn the good hygiene and sanitation practices to block these transmission routes and help us not to get sick.

Materials

- Materials for the role play: a handful of sand or small stones to symbolise the faeces, two plates, a mat, materials to symbolise food on plates

How to facilitate it?

- Refer to Activity 3.2. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

1.3. The role of flies in diseases transmission – Role play

Objectives

For children to understand how to prevent diseases transmitted by flies and the importance of using latrines and washing their hands with soap.

Materials

- Poster from Activity 3.2. of CHAST for lower primary school children
- Materials for the role play: a handful of sand or small stones to symbolise the faeces, two plates, a mat, materials to symbolise food on plates

How to facilitate it?

- Refer to Activity 3.2. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

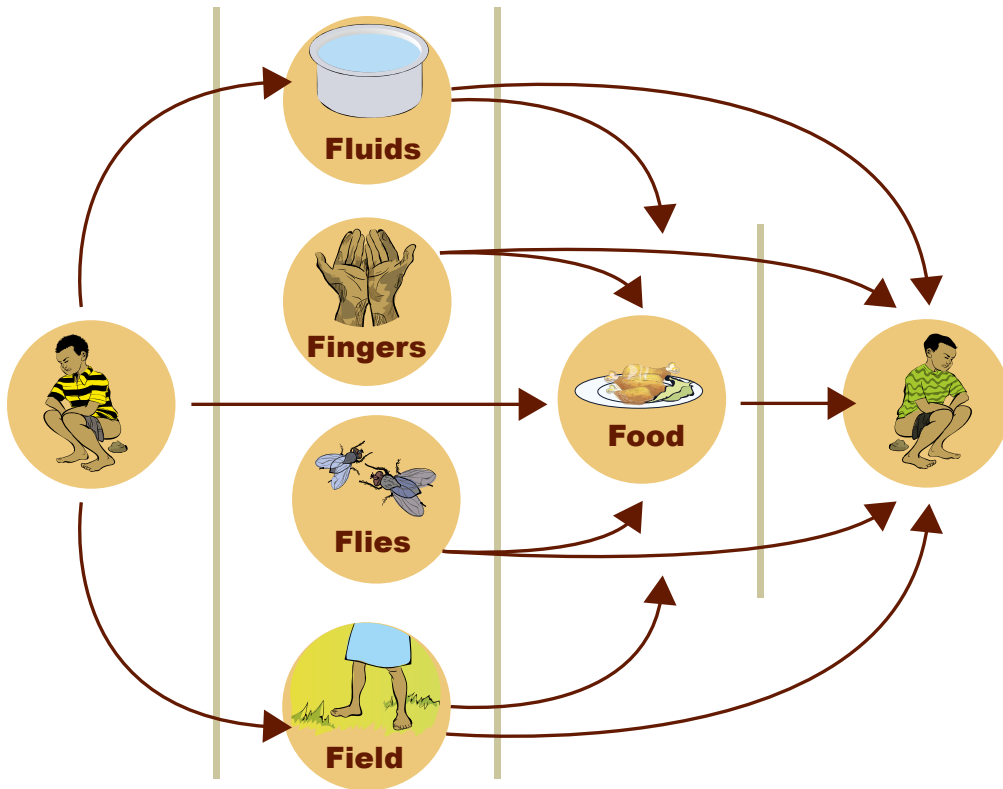


Figure 28: The F-diagram (Illustrations: Joe Ngari)

Topic 2. We drink safe water

This topic focuses on the importance of clean (not just clear) water and the steps to make water safe for drinking. This is the same topic as Topic 4 of the Blue Schools Kit.

Learning objectives

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.

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?



Figure 29: Water from the hand pump – does it need treatment (filter, boil) to be safe to drink? (Illustration: Joe Ngari, Caritas Switzerland)

2.1. Clear water isn't clean water – Experiment

Objectives

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

Materials

- 4 plastic water bottles water
- Salt and sugar

How to facilitate it?

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

Reference: Blue Schools Kit

2.2. Glass of water – Experiment

Objectives

For children to realize that open defecation leads to everyone eating each other's faeces. By triggering a sense of disgust and shame, children will be urged to change behaviour.

Materials

- A glass or a bottle of water
- Fresh faeces collected from the surrounding environment

How to facilitate it?

- Go outside with all the children.
- Start by offering children to drink out of a glass of clean drinking water. Most children will be willing to do so.
- Bring some faeces in the middle of the children so that all children can see.
- Pull a hair from your head or take a small stick or a blade of grass and then touch the faeces with it so that all can see.
- Dip the hair in the glass of water and offer the glass to a child and ask if he wants to drink it. Immediately he/she will refuse.
- Pass the glass on to others and ask if they want to drink. No one will want to drink that water.
- Ask the children why they do not want to drink the water.
- Reflect on the consequences of open defecation, referring to the faeces that drain to our water after rain and flies that move from our faeces to our food.

Reference: Blue Schools Kit, CLTS handbook

2.3. Water quality testing – Experiment

Objectives

For children to learn how water can be tested and realize that clear water is not always safe to drink.

Materials

- The H₂S test kits can be purchased from a chemist

How to facilitate it?

- To know if water is safe, it should be tested. A simple test that can be done is the H₂S method. This exercise can be a bit complicated to carry out at school level with young children. The required materials might also not be easily available. The support of NGO project team or local government representatives or health workers can be required.

Reference: Blue Schools Kit, SSWM, India Water Portal

2.4. Inspecting cleanliness of containers – Outdoor activity

Objectives

For children to realise that our Jerrycans, water dispensers and cups are often dirty and contaminate our water, and that it is important to keep them clean.

Materials

- Jerrycan and/or any other containers or cups used for transport, storage and drinking

How to facilitate it?

- Engage children in a discussion on how they collect and store water at home, and what they use to drink water.
- Go outside with the children: you can either go to a household living close to the school and ask to have a look at the containers they use for transporting and storing water or bring a Jerrycan to the school for this exercise.
- Ask the children to look inside these containers and to describe what they see. Most likely, they will notice that it is dirty.
- Take the discussion further and ask children what happens to their water when it goes inside this Jerrycan and that it is important to keep the Jerrycan clean.

Reference: CHAST Facilitator's Guide, SSWM

2.5. How to clean our containers – Outdoor activity

Objectives

For children to realise why it is important to keep all transport, storage and drinking container clean, and how to clean it.

Materials

- Jerrycan and/or any other containers or cups used for transport, storage and drinking
- According to the local practices: either detergents, bar soap, ashes, charcoal, sand, or maize cob
- Brush
- Water

How to facilitate it?

- Go outside with the children and demonstrate how to clean the different transport, storage, and drinking water containers.
- Make sure to use materials and methods that are common in that area.
- Once ready, invite volunteers to practice it.

2.6. Water filter in a bottle – Experiment

Objectives

To demonstrate the basic principles of water filtration and practice it.

Materials

- One plastic bottle with lid
- Two cups of fine sand
- One cup of coarse sand
- One cup of small pebbles
- Filter paper or coffee filter
- Rubber band
- Spoon
- Half a litre of dirty water

How to facilitate it?

- Remove the bottom of a plastic bottle.
- Cover the cap end of a plastic bottle with a coffee filter and secure with a rubber band.
- Add the gravel (or small pebbles). Add the coarse sand and then add the fine sand.
- Turn the bottle upside down on top of a glass jar.
- Pour in the dirty water and watch what happens.
- Activated charcoal can be added to the filter between the gravel layer and the coarse sand layer if available.



Figure 30: Water filter in a bottle
(source: <http://www.cheapwatchuk.org.uk/homemade-water-purifier/>
accessed: 03/09/2019)

Reference: Blue Schools Kit, *How to make a water filter*. Wikihow

2.7. Treating water with chlorine – Experiment

Objectives

To demonstrate to children how to apply chlorination tablets or solution to water.

Materials

- Chlorination tablets or drops

How to facilitate it?

- Initiate a discussion on what can be in the water that can make us sick and why it is important to treat water.
- Explain to the children that one tablet typically treats 1 litre of water. These tablets generally need between 30 minutes to four hours to work.
- With the children, fill a jar with water and add enough tablets to treat the water.

Reference: Blue Schools Kit, [SSMW](#)

2.8. Solar water disinfection – Experiment

Objectives

To demonstrate how to disinfect water using solar radiation/sun rays (SODIS).

Materials

- PET water bottles

How to facilitate it?

- Using clean PET bottles, fill with water and close the cap. Expose the bottles to direct sunlight for at least 6 hours (or for two days under cloudy conditions).
- Store the water and drink from clean cups. This method does not work under conditions of continuous rainfall.

Reference: Blue Schools Kit, [SSWM](#)

2.9. Treating water with Moringa seeds – Experiment

Objectives

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

Materials

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

How to facilitate it?

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

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

Reference: Blue Schools Kit, CAWST, Ecocommunity.org

Topic 3. We use latrines and wash our hands with soap

This topic focuses on proper latrine use and hand washing with soap.
This is the same topic as Topic 5 of the Blue Schools Kit.

Learning objectives

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.

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?

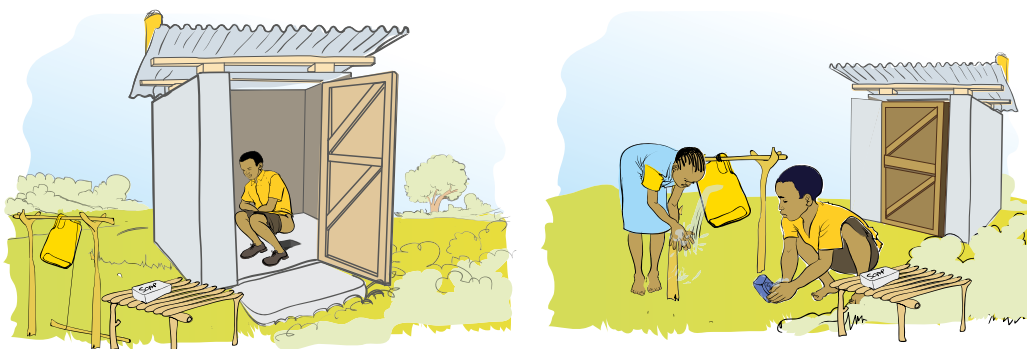


Figure 31: Latrine use and hand washing with soap at the tippy tap (Illustrations: Joe Ngari)

3.1. Story telling on the importance of washing hands with soap – Participatory activity

Objectives

For children to understand and explain why washing hand with soap is important to remove the germs and thereby stay healthy.

Materials

- Posters from Activity 3.1. of CHAST for lower primary school children

How to facilitate it?

- Refer to Activity 3.1. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

3.2. Supervision of WASH facilities – Outdoor activity

Objectives

To make children responsible and play a more active role in the maintenance of WASH facilities.

Materials

N/A

How to facilitate it?

- Ask some volunteers to lead the other children in the school compound to visit all WASH facilities and assess their functionality status and cleanliness.
- A checklist can be developed beforehand by all children.
- Once ready, ask children to report what they have seen and to discuss how to further improve the WASH conditions in their school.

Reference: CHAST Facilitator's Guide, [School Health Club Poster](#), Caritas Switzerland, 2017

3.3. Glitter hands – Game

Objectives

To make children responsible and play a more active role in the maintenance of WASH facilities.

Materials

- Glitter
- Water and soap

How to facilitate it?

- Sprinkle glitter on the children's hands and challenge them to wash off the glitter with soap and water. Because glitter is naturally sticky, it may take up to 30 seconds to scrub the glitter away.
- Then indicate that they should scrub off germs like the glitter each time that they wash hands.
- From there, you can engage children in a discussion on the importance of hand washing with soap, the key steps as well as the critical times for handwashing with soap. Simply getting our hands wet and wiping them on their clothes will not remove the glitter (or germs).

Reference: From Blue Schools Kit, CHAST Facilitator's Guide

3.4. Germ transfer – Game

Objectives

For children to understand how easily germs are spread.

Materials

N/A

How to facilitate it?

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

Reference: Blue Schools Kit

3.5. Latrine use and maintenance – Demonstration

Objectives

For children to learn why it is important to use a latrine and how to properly use and maintain a latrine.

Materials

- Anal cleansing material e.g. tissue paper
- A brush, water and any cleaning detergent
- Hand washing facility with enough water and soap

How to facilitate it?

- Refer to Activity 4.3. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

3.6. Hand washing with soap – Demonstration

Objectives

For children to learn why it is important to wash their hands with soap or other cleaning agents, and how to properly wash their hands with soap and when.

Materials

- Soap and clean water
- A basin
- Each child to bring her/his own clean face towel
- Disposable tissue paper

How to facilitate it?

- Refer to Activity 4.2. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

3.7. Construction of tippy tap – Outdoor activity

Objectives

For children to learn how to construct a simple handwashing facility using local materials, and to replicate it at home.

Materials

- Two pieces of 2 meters forked sticks
- Two pieces of 1 meter straight sticks
- One water container
- One nail
- One candle/
matches
- Two strings

How to facilitate it?

- Practice the construction of a tippy tap with children in school. Make them notice that it only requires locally available materials that they also have at home. Encourage them to show their parents how to construct a tippy tap at home.
- You can end this exercise by initiating a discussion on the importance of handwashing with soap.
- Children can then teach their families at home

Reference: From the Blue Schools Kit, [School Health Club Poster](#), Caritas Switzerland, [2017 Tippytap.org](#), [WASHplus](#)

Topic 4. We keep ourselves clean and healthy

This topic focuses on general household and personal hygiene. It includes hand washing, washing clothes, tooth brushing, face washing, properly cleaning recipients and utensils for water and food transport and storage, hygienic food preparation, covering food, preventing disease transmission through animals and insects.

Learning objectives

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.

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 prepare and 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 do not 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?
- What do we need to do to keep kitchen utensils clean?

4.1. Pile sorting of hygiene practices – Participatory activity

Objectives

For children to analyse different practices of daily life, discuss whether it is a good or bad practice and understand why, using pre-drawn cards or drawings.

Materials

- Posters from Activity 4.1. of CHAST for lower primary school children

How to facilitate it?

- Refer to Activity 4.2. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

4.2. Hygiene matching game – Game

Objectives

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

Materials

- Paper or cardstock
- Crayons and scissors

How to facilitate it?

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

Reference: Blue Schools Kit, [Board Maker Online](#)

4.3. Hygiene charade – Game

Objectives

For children to be familiar with and practice all actions and gestures required for good hygiene and sanitation practices.

Materials

N/A

How to facilitate it?

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

Reference: Blue Schools Kit

4.4. Soap making – Experiment

Objectives

For children to learn and practice how to make soap using local materials.

Materials

N/A

How to facilitate it?

- A teacher can look for someone in the community who knows how to make soap from local materials to come and teach children on how to prepare soap. Soap can be sold to generate funds for other WASH items such as tissues or sanitary pads. In case making soap is too complicated or if the required materials are not accessible locally, teachers can consider using ashes instead of soap.

Reference: From the Blue Schools Kit, [School Health Club Poster](#), Caritas Switzerland, 2017, CAWST, [Wikihow – handmade soap](#)

4.5. Tooth brushing – Demonstration

Objectives

For children to learn why it is important to brush our teeth, and how to properly do it.

Materials

- Clean water
- Basin/ water container
- Cups
- Jerrycan /drinking water container
- Individual tooth brushes
- Tooth paste (if appropriate)
- Spare tooth brushes

How to facilitate it?

- Refer to Activity 4.5. of CHAST for lower primary school children.

Reference: CHAST Facilitator's Guide

4.6. Face washing – Demonstration

Objectives

For children to learn why it is important to wash our face, and how to properly do it.

Materials

- Soap and clean water
- A basin
- Each child to bring her/his own clean face towel
- Disposable tissue paper

How to facilitate it?

- Refer to Activity 4.4. of CHAST for lower primary school children.
- If face towels are not available, clean hands can be used to wash the face.

Reference: CHAST Facilitator's Guide

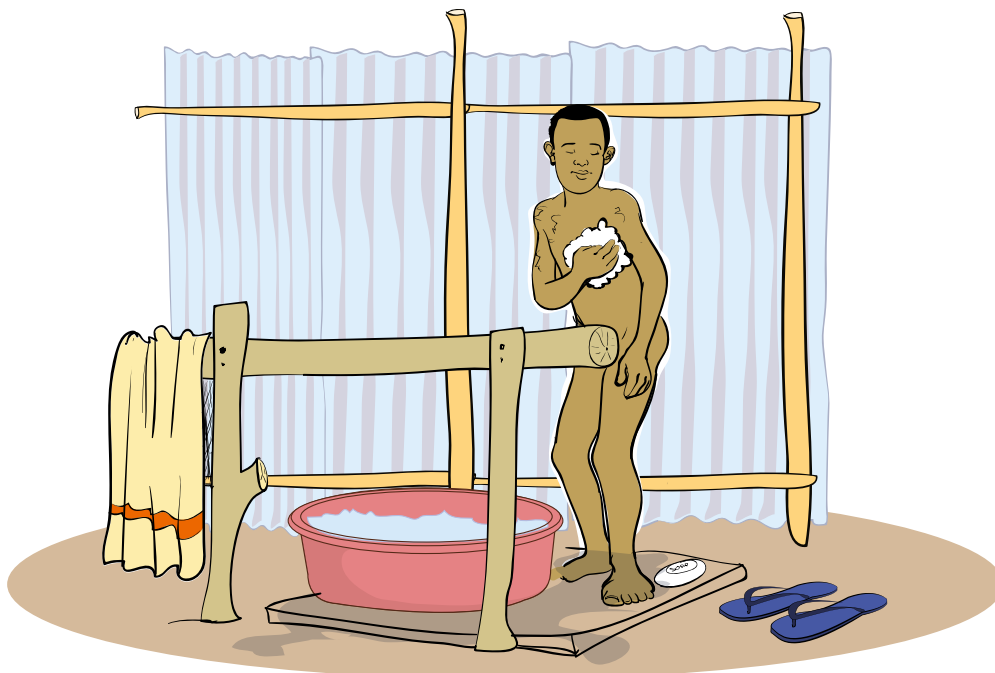


Figure 32: Good personal hygiene (Illustrations: Joe Ngari)

Topic 5. We keep our school environment beautiful and healthy

This topic focuses on waste management and how bad management of waste can impact on our health and on our environment. This is the same topic as Topic 7 of the Blue Schools Kit.

Learning objectives

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.

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?



Figure 33: Keep our environment clean: reduce–reuse–recycle (Illustrations: Joe Ngari)

5.1. Waste collection day – Outdoor activity

Objectives

For children to become aware of the impacts of dumping and throwing waste away.

Materials

- plastic bag for waste collection
- Gloves
- Notebooks and pencils
- Scale

How to facilitate it?

- Organise a waste collection day at a water body (river, stream, lake), green area, or any place where children like to play in their free time.
- At the end of the day, report the amount of waste collected (number of plastic bags filled or the total weight) in a notebook.
- Present the results to the children and discuss where all the waste comes from.

Reference: Blue Schools Kit

5.2. Waste assessment – Experiment

Objectives

To enable children to evaluate their waste production.

Materials

- Big plastic bags for waste collection
- Basket, gloves, plastic sheet (2 x 2 m)
- Notebook and pencils
- Scale

How to facilitate it?

- Note the number of children and teacher for each classroom.
- Collect the waste produced in one week from the waste bins of the school.
- Ask children to wear gloves and separate the waste in 5 piles of different materials: organic waste, paper waste, plastic waste, metal pieces and glass.
- Weigh each fraction by putting it into a basket and measuring it on a scale. Subtract the empty basket weight to calculate the net amount of waste generated for each fraction. Ask children to report the measurements in their notebook and calculate the percentage of each fraction over the total waste analysed. Rank the fraction according to their percentage.
- With the assessed number of children and teachers per classroom, calculate the waste generation per person.
- At the end of the activity, discuss with the children the most predominant generated waste fractions (plastic / metal / paper / organic) and what could be done to reduce these amounts.

Reference: Blue Schools Kit, [Wastewise Toolkit](#)

5.3. Impacts of unmanaged waste – Discussion

Objectives

To familiarize children with the issues of not managing waste properly when openly burning or dumping it.

Materials

- Pencils
- Paper
- Scissors

How to facilitate it?

- Discuss the issues of burning mixed waste with plastic and dumping waste with children.
- The discussion can start by asking children if they have already burned or seen somebody burning mixed waste (with plastic) and if they think it is a good practice or not, and why. The same questions can be asked for the issue of dumping waste.
- Once they have shared their own experiences, provide them the information given on environmental and health threat. Discuss it with them and define what could be done to avoid these problems.

Reference: *Blue Schools Kit, Wastewise Toolkit*



Figure 34: CHAST session, Kericho Kenya (photo: Caritas Switzerland)

5.4. Waste degradation rate – Discussion

Objectives

To familiarize children with the long-term impact of throwing waste away.

Materials

N/A

How to facilitate it?

- In nature, different materials degrade at different speeds, depending on their structure and composition.
- Make cards for each material and for each degradation time separately and put them in two separate piles. Shuffle each pile and lay them out on a desk.
- Ask children to pair the material card with its correct corresponding degradation time card. Children should explain their choices.
- Once all material cards have been assigned to a degradation time, share the correct answers and ask them to make a drawing representing what they have just learned.

Example:

Material

Paper	2–4 Weeks
Cardboardbox	2 months
Hard plastic (bottle cap)	400 years
Aluminum cans	200 years

Reference: *Blue Schools Kit*, [Cmore](#)

5.5. Visit of landfill / dumpsite – Outdoor activity

Objectives

For children to understand what the end of life of waste is, its contamination risk and the importance of reducing waste generation.

Materials

N/A

How to facilitate it?

- Organize a visit to the closest dumpsite or landfill. Before reaching the site, ask children where they think their waste ends and to describe what a landfill / dumpsite looks like.
- At the end of the day, collect impressions on what they think about the visit, what was the most impacting thing they saw, and what they suggest can be done to improve the situation.

Reference: *Blue Schools Kit*

5.6. Waste bins from plastic bottles – Outdoor activity

Objectives

To familiarize children with waste recycling and waste separation.

Materials

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

How to facilitate it?

Waste bins can be made from plastic bottles:

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



Figure 35: Making a waste bin from plastic bottles
(source: Blueschools Kit)

Topic 6. Growth and change

This topic encourages children to adopt good, fair and balanced attitudes around gender. It focuses on the body changes in both boys and girls during puberty, breaking the taboos around gender and menstruation and learning how to manage menstruation in a safe and hygienic way.

Learning objectives

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)

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?



Figure 36: Break time for tea, Kericho Kenya (photo: Lucie Leclert)

6.1. Introduction to menstruation

Objectives

To introduce children to the topic of menstruation and changes that occur for both boys and girls during puberty.

Materials

- Poster A: Unhappy girl going back home
- Poster B: Happy girl attending school even throughout her period

How to facilitate it?

- Start by asking the children if it happens to them to stay at home and miss a day at school because they do not feel well.
- Using the CHAST Flipchart or the Poster A and Poster B, ask the children to look at the two images (A and B) about the sad and the happy girl, and ask them why they think the girl in Poster A is sad.
- Continue the reflection by asking what are the (health) reasons for not being able to come to school and probe for discussions around menstruation/period, as a brief introduction to the topic of puberty, growth and body changes.
- Then, ask the children if they have older brothers or sisters, and if so, if they notice a difference between their siblings and themselves.
- Acknowledge that every child will soon grow up but it does not happen overnight. There are a lot of different changes that will occur during which their bodies will begin to develop and change.



Figure 37: Going to school despite menstruation or staying home? (Illustrations: Joe Ngari)

6.2. Body changes in boys and girls

Objectives

To discuss the body changes that occur during adolescence for both boys and girls and realise that these changes are a normal process.

Materials

- Poster C: Body changes in puberty for girls
- Poster D: Body changes in puberty for boys

How to facilitate it?

- To introduce this exercise, ask children to line up from the youngest to the oldest child.
- Once ready, initiate a discussion about body changes in both boys and girls that occur as we grow up. You can decide to ask children to form smaller groups.
- Leave enough time for children to discuss. Once ready, ask a volunteer from each group to come forward and report the answers from the group back in plenary.
- Using Poster C and D, repeat the answers of the children and add the answers they have not mentioned yet.
- Write the answers on the board, listing to one side all changes related to girls, while listing on the other side all changes related to boys. Where possible, try to put related items on the same line:

Boys	Girls
A boy's testicles get larger and his penis gets longer and wider	A girl's breasts start to grow and be more sensitive
His shoulders get wider	Her hips get rounder
Hair starts to grow under his arms	Hair starts to grow under her arms
Hair grows on his chest and around the penis	Hair grows around her vagina
He starts having wet dreams	She starts to menstruate/have her period
Starts developing an 'Adam's apple'. The voice box starts getting larger and sticking out at the front of the throat. The voice may seem to be all over the place, squeaky then deep or even sound like it is cracking	Her skin makes more oils, so she might get pimples
A boy's muscles start to get bigger and stronger	Her nipples will get darker in colour
Sweat glands under his arms will be more active and make him smell like an adult	Sweat glands under her arms will be more active and make her smell like an adult
He will grow taller quickly	She will grow taller quickly

Table 4: Body changes in puberty for boys and girls

Part 4. CHAST for upper primary school children

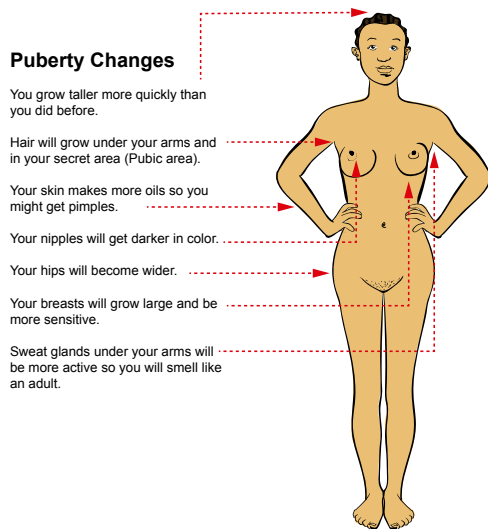


Figure 38: Puberty body changes in girls
(Illustrations: Joe Ngari)

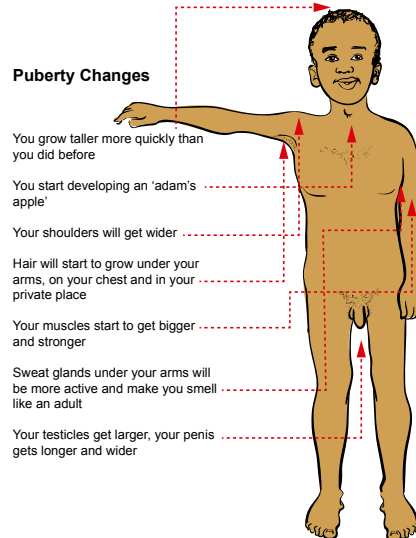


Figure 39: Puberty body changes in boys
(Illustrations: Joe Ngari)

6.3. Myth bursting

Objectives

To distinguish facts from myths and to 'knock down' myths associated with menstruation.

Materials

- Pens and papers
- A container to collect the papers such as a hat, basket, or box
- Plastic bottles
- A ball (can be made of paper)

How to facilitate it?

- Start by asking all children to write an idea, information or story they have heard about "menstruation" on a slip of paper.
- Once ready, ask them to fold the slips of paper in half and collect them in a container.
- When all papers have been collected, ask one child at a time to pick out a slip of paper and read the statement. Ask the child if she/he thinks the statement is true or false, and why. If the child cannot explain, encourage the other children to help her/him.
- Move on to the next statement until all statements have been read.
- Shatter the myths: all false statements can be placed inside plastic bottles and put in a circle. Using a ball, children, at account of three, can throw their ball to knock down the plastic bottles.

6.4. Removing the stigma about menstruation

Objectives

For children to better understand what the menstruation is, the different stages of the menstrual cycle and why it is a normal process not to be ashamed of.

Materials

- Poster E: The menstrual cycle

How to facilitate it?

- Explain the following information to the children. Make sure to leave enough time for questions before moving to the next point.
- You can finish with a group discussion on what children have newly learnt about menstruation.

Key information to transfer to children about menstruations and the different stages of the menstrual cycle

- Menstruation means that a girl's body is growing up.
- It is preparing for the future when she might get pregnant and have a baby.
- Most girls have their first period between the ages of 11 to 14, although some girls start as early as 8 and some at 17 or older.
- Bleeding usually lasts for 4–7 days and usually happens every month.
- For many years after a girl starts having her period, she may not get her period every month; it can skip months. This is normal.
- Monthly bleeding is nothing to be scared of because it is perfectly normal. Using Poster E as well as other body drawings from the school curriculum, if existing, to explain the anatomy of the female reproductive parts (the uterus is connected to the ovaries by fallopian tubes) and the different stages of the menstrual cycle:
- The first day of menstrual bleeding is considered Day 1 of the cycle.
- Once the bleeding stops, the lining of the uterus becomes thicker, preparing for the possibility of a pregnancy (day 6–14).
- Somewhere around day 14, an egg is released from one of the ovaries and begins its journey down the fallopian tubes to the uterus. If sperm are present in the fallopian tube at this time, the girl can get pregnant. In this case the fertilized egg will travel to the uterus and the uterus provides a home to the growing baby.
- Day 25–28: If the egg was not fertilized, the lining of the uterus comes out through the vagina along with blood and mucus: The cycle begins again on Day 1 menstrual bleeding.

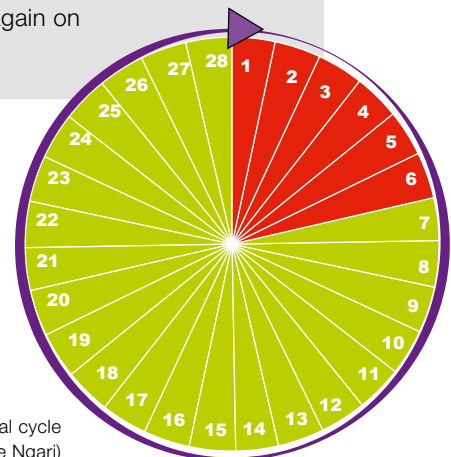


Figure 40: The menstrual cycle
(Illustrations: Joe Ngari)

6.5. Setting up special girls' clubs

Objectives

To help girls overcome the taboos of speaking about menstrual hygiene and realise that menstruation is a normal process.

Materials

- N/A

How to facilitate it?

- Mothers almost never speak to their daughters about menstruation, so a girl's first period can be a frightening experience. The girl clubs can be used to further inform the girls about menstruation, what to expect, what to do, what menstrual hygiene products are available and how to make sanitary pads. The following practical exercises provide more guidance on how to do so.
- In this club, younger girls can be mentored by older girls. The girls' club can also be responsible for maintaining the menstrual hygiene management facilities, ensuring the cleanliness of the girls' bathroom, dealing with emergency cases, and the storage and handing out of menstrual hygiene products in case of donation programmes.



Figure 41: Girl's club activity, Somaliland (photo: Lucie Leclert)

6.6. Keeping a menstrual calendar – With girls only

Objectives

For girls to understand that each girl's cycle is unique and to know how to plan when they get their period.

Materials

- Poster F: Keeping a menstrual calendar

How to facilitate it?

- Using poster F or drawing a calendar on the blackboard, explain to the girls how to keep track of their period. Each girl needs to know the length of her cycle including how many days in each cycle she gets her period. This is not for family planning purposes, but for the girl to be able to have menstrual hygiene products ready at the right time. This allows the girl to monitor her cycle and note any dramatic changes and when she needs to see a doctor (not getting the period for multiple cycles or very heavy bleeding, very painful cramps etc.).

How to keep a menstrual calendar

Each time you get your period, circle (O) the date it starts for that month and then draw an (x) through each day that the bleeding continues. The time from a first day of a girl's period (when bleeding starts) to the first day of the next period, is usually 28 days (one month), but can range from 21–35 days. Remember, especially during puberty girls can have irregular periods!

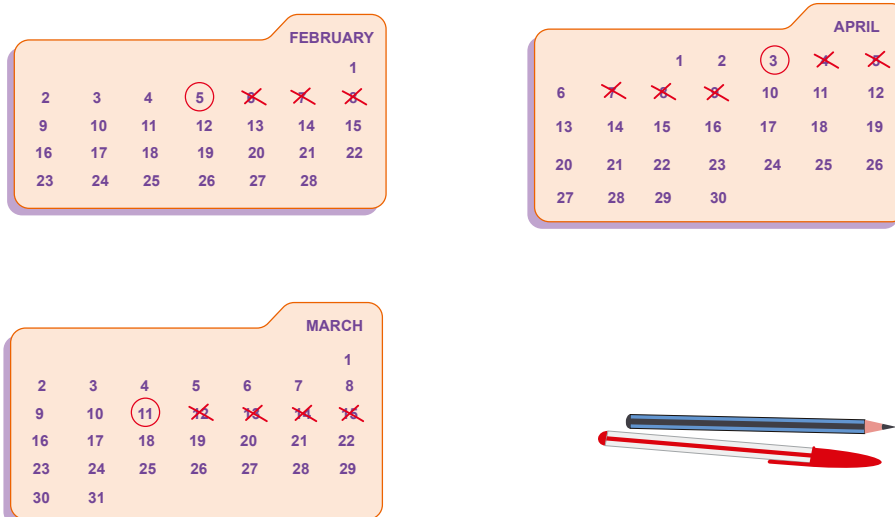


Figure 42: The menstrual calendar (Illustrations: Joe Ngari)

6.7. Managing menstruation hygienically and with dignity – With girls only

Objectives

For girls to learn how to manage menstruation hygienically and with dignity.

Materials

- N/A

How to facilitate it?

- Ask children to form groups and give each group one of the questions listed in the left column below. Let each group discuss amongst themselves.
- Once ready, ask one volunteer per group to present the group's answers in plenary. After each presentation, leave enough time for discussion and clarify/add information if necessary.

"How to" questions	Good practice guidance for girls to manage their menstruation
1. How to manage your first period?	<ul style="list-style-type: none"> • Talk to other girls and women, such as your mother, sister, aunt, grandmother, female friend or an older woman in your community. They will give you good advice. • Don't be afraid. It can be scary to see the blood on your underwear, but it is very normal and natural. • If you are at school, tell the matron, a female teacher or a fellow student. They will help you. • Feel proud! Your body is developing into that of a young woman.
2. How to capture the blood?	<ul style="list-style-type: none"> • Place a cloth, pad, cotton or tissue on your underwear. • Never insert the materials inside your vagina. • Change the cloth, pad, cotton or tissue every two to six hours or more frequently if you think that the blood flow is getting heavy.
3. How to dispose of the cloth, pad, cotton, or tissue?	<ul style="list-style-type: none"> • If you are re-using a cloth, put it into a plastic bag until you can wash it with hot water and soap and then dry it in the sunshine or iron it. • If you are using a pad, tissue or cotton, or want to dispose of your cloth, wrap it in paper to make a clean package and put it in the bin so it can be burned later. • If there is no other option, drop it straight in the latrine pit.
4. How to keep yourself clean during your period?	<ul style="list-style-type: none"> • Every day (morning and evening, if possible) wash your genitals with soap and water. • Keep unused cloths and pads clean (wrapped in tissue or plastic bag) for further use. • Pat the area dry with a cloth and put a fresh cloth (such as a kanga, sari or other local cloth), pad, cotton, or tissue on your underwear. • Always wipe from front to back after defecation. • Never douche (washing out the vagina with water).
5. How to manage the belly pain (cramps) from your period?	<ul style="list-style-type: none"> • You can put a bottle with hot water on your stomach area when you are resting. • Try do some exercises and keep your body active. • You can take a cup of tea or warm water. • You can take painkiller medicines every four to six hours on the most painful days.

Table 5: Good practice guidance for girls to manage their menstruation

6.8. Menstrual products show – With girls only

Objectives

For girls to be aware of the range of products available to use during their menstruations

Materials

- To prepare in advance: a box with different types of menstrual products available locally such as commercial disposable pads, reusable pads, homemade pads, cotton wool pads, etc.)

How to facilitate it?

- Show samples of the range of products available and discuss the advantages and disadvantages of each, how to use it, how to dispose of it, how to clean it, etc.
- Where possible, also demonstrate how to place them (using underpants/needle/thread etc.).



Figure 43: Menstrual products (Illustrations: Joe Ngari)

6.9. Reusable pad making workshop – With girls only

Objectives

To provide all girls with skills for making reusable pads and how to wash and dry them hygienically.

Materials

- Fabric
- Scissors
- Thread

How to facilitate it?

- Show samples of the range of products available and discuss the advantages and disadvantages of each, how to use it, how to dispose of it, how to clean it, etc.
- Where possible, also demonstrate how to place them (using underpants/needle/thread etc.).



Figure 44: Making re-usable sanitary pads, Kericho Kenya (photo: Caritas Switzerland)

6.10. Questions and answers

Objectives

For both boys and girls to ask any remaining questions they might still have about menstruations.

Materials

- N/A

How to facilitate it?

- Ask the children to raise any questions they might have in relation to menstruation and menstrual hygiene.
- Encourage the other children to provide answers to their peers, before you clarify and move on to the next question. See list of frequently asked questions below.

Frequently asked questions

The following are some common questions that girls might raise.

- At what age do girls get their first period?
- What are the signs that my period is coming?
- I am 14 years old and I haven't had my period yet. I am very worried that something is wrong with me, like I am barren or something? Is this normal?
- Who should I talk to when I have my first period or when I have period and am not prepared?
- Which is the first day of the menstrual cycle?
- How to fill the menstrual calendar?
- How long does a period last?
- How long does a menstrual cycle last?
- When do I start counting the days in the menstrual cycle?
- Why do I have two periods in the same month?
- Why don't guys have the period?
- How much blood do I lose during my period?
- What can I do about the pain I feel during my period? How to stop the belly cramps?
- Is it OK to have a bath or shower when I have my period?
- Is there anything I won't be able to do when I have my period?
- Will anyone notice when I have my period?
- I have creamy stuff in my panties what is it?
- What food should I eat during my period?
- Sometimes when I have my period, even a few days into it, I feel very tired. Is this a normal period symptom?
- My period is brown instead of blood-coloured. Is that bad?
- What is a "normal" amount of blood when I menstruate?
- Can you delay your period from coming, or stop it once it has started?
- What does it mean if you have irregular periods?
- What is "spotting" and why does it happen?
- Which menstrual hygiene products should I use during my period e. g. pads, tissue, cotton wool, piece of clean cloth etc.?

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- How often should I change the menstrual hygiene product that I am using during my periods?
- http://www.answers.com/Q/How_do_you_know_when_your_pad_is_full
- Which are the safe days? (the session is not supposed to deal with reproductive health issues, so please do not enter into details about sexual intercourse and fertility)
- Can you get pregnant while on your period? (ditto)
- My period is late. What does it mean, and what should I do? (ditto)
- Can you have your period and still be pregnant? (ditto)

References topic 6

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Part 5. How to activate the School Health Club?

A School Health Club (SHC) is a common structure at school in some countries. It is a voluntary club formed by children's representatives from each class, often with one older student elected as chairperson and one as secretary. The class representatives may be selected based on merit or on voluntary basis and the number can vary. Make sure to align the name, role, and structure given to this club based on the policy framework in your country.

The purpose of the SHC is as follows:

- To supervise the cleanliness of WASH facilities and the school compound;
- To act as a role model by demonstrating good hygiene and sanitation practices and inspiring others to do the same;
- To promote good hygiene and sanitation practices by organising fun activities with peers on the school compound or beyond;
- To monitor sanitation and hygiene practices of peers in the school.

The SHC is usually lead by a teacher, called the patron, responsible to provide guidance and inspiration for the SHC to carry out its duties.

The SHC is an important vector to anchor and sustain good hygiene and sanitation practices in the school. CHAST materials can serve as inspiration for the patron of the SHC, to repeat and continue activities, discussions and practical exercises on good hygiene and sanitation practices. The patron can then encourage the SHC to replicate some of them with the peers.

Important days to organize public water and hygiene activities at school:

- 22/03: World Water Day
- 28/05: Menstrual Hygiene Day
- 15/10: Global Hand washing Day
- 9/11: World Toilet Day

For a list of CHAST materials refer to Table 1.



Figure 45: Girl practising proper hand washing with soap during CHAST
(photo: Caritas Switzerland)

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