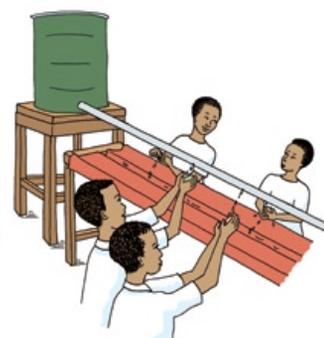
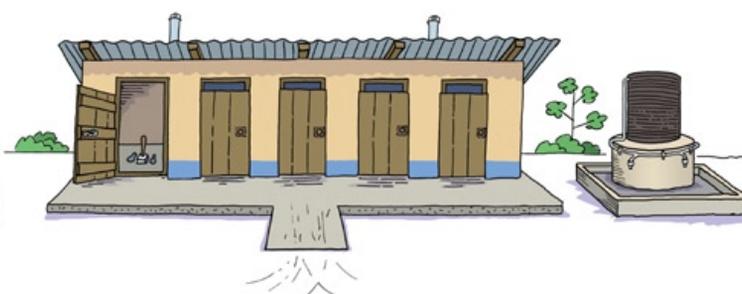


Water, Sanitation and Hygiene for Schoolchildren in Emergencies

A GUIDEBOOK FOR TEACHERS



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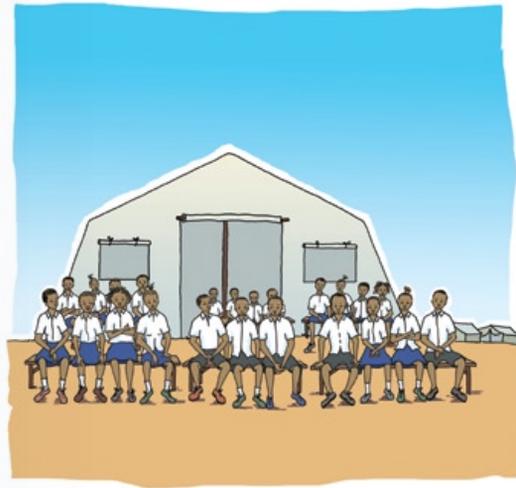
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1 Preface

WASH in Schools aims to support the provision of safe drinking water and improved sanitation facilities, and promotes lifelong health for children and their families. Ensuring access to water, sanitation and hygiene (WASH) in every school for every child can be a huge challenge, especially during emergencies. When disaster strikes, education is often disrupted as families become primarily focused on survival. Schools become shelters for large numbers of displaced people, putting additional pressure on physically damaged buildings and facilities. Ensuring schools can reopen with adequate WASH facilities is an essential part of recovery.

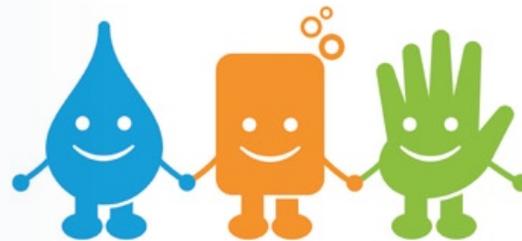


Returning to school or participating in activities in a child-friendly learning space during an emergency marks the re-establishment of routines for children, with many also gaining their first experience of formal education. Schools are an important place to access basic water and sanitation services and learn about hygiene practices.

This guidebook is a resource for those involved in teaching and working with children in emergency preparedness, during an emergency and throughout the recovery period. It provides simple strategies for use and adaptation with all children and families to ensure a smooth and healthy transition to a healthy and accessible learning environment.

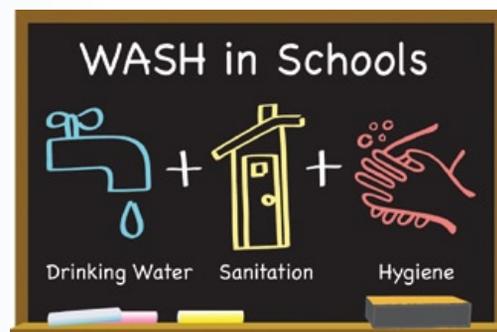
Working with others

WASH in Schools does not take place in isolation. Other organizations and community groups are also communicating good WASH behaviours and practices. The expertise of these agencies should be used wherever possible in order to ensure effective programme planning and implementation. During emergencies there are many agencies on the ground that can provide you with basic technical and material support.



To find out more

To find out more about WASH in Schools, contact the local department of education or the national ministry of education; you can also contact the WASH or Education Sector Coordination Groups, the international and local humanitarian and relief agencies that are working together to support the emergency response.



2 Introduction

Emergencies are traumatic for everyone, especially children. When surrounded by chaos, schools can provide children with a sense of normality and personal safety, helping them to recover psychologically. In these situations, children remain open to new ideas and often want to be involved in their community's recovery. They can also take part in helping other children and in sharing WASH messages with adults. Water, sanitation and hygiene are central to recovery and the quality of a child's life during and after the emergency. The practices and behaviours adopted during the emergency will serve children for a lifetime.

About this guidebook

The guidebook provides the information needed to ensure that every child knows about water, sanitation and hygiene. It is not a technical book about installing taps and building toilets. Instead it provides guidance on safe WASH behaviours that help children, families and teachers stay healthy and avoid life-threatening diseases. Every emergency and child-friendly space or school is different, so the suggestions and ideas provided should be adapted to suit the local situation.

A book of flashcards is provided as a companion to the guidebook. Although this 'Guidebook for Teachers' shows the pictures created for the Africa region, flashcard sets for Asia and Latin America are also available (see UNICEF's WASH in Schools website, www.unicef.org/wash/schools).

Who the guidebook is for

The guidebook is for people who work with children in a school setting. It does not require specialist WASH skills, knowledge or experience.



The approach

The approach is flexible so as to encourage adaptation and extension. It describes a simple, structured way to learn about WASH that is:

- **Visible** – everyone knows school is WASH-friendly.
- **Inclusive** – all children, including those with disabilities, have ownership of the information and activities.
- **Sustainable** – WASH messages are repeated over time to encourage lasting behaviour change.

The aim is to enable children to practise the behaviours being taught. There are six WASH themes, one for each day of the school week. If a school operates five days or less, the themes are rotated to make sure each area is covered. **It is advised that themes one, two and three are covered within three months of a school opening because these are most critical for health.** This also allows more time to plan themes four, five and six. When time is extremely limited themes one, two and three should always be prioritized.

WASH Themes

Theme One: Hand Washing with Soap (Monday)

Theme Two: Safe Excreta Disposal (Tuesday)

Theme Three: Safe Drinking Water (Wednesday)

Theme Four: Personal Hygiene for Boys and Girls (Thursday)

Theme Five: Looking After Our School (Friday)

Theme Three: WASH Beyond School (Saturday)

Practical activities are suggested for each theme. These can be stand-alone or integrated within mainstream subjects such as math, language and science. Where materials are needed, these are provided by partners working on the ground or can be developed locally. All of the activities are adaptable to the needs of younger or older children.

③ Children and WASH in Emergencies

In emergencies, it is children who are at the highest risk of death, disease, violence and abuse. Highly vulnerable and perhaps separated from their families, children must quickly learn how to survive. They are often forced to develop extraordinary coping skills and make life-saving decisions for themselves and others. As well as looking after their own needs, children obtain and distribute food and find sources for drinking water. During times of emergency, as well as everyday life, children have the right to be involved in the decisions that affect them.



Like adults, children want a better life for themselves and their families. They are exceptionally good communicators, and they have great ideas and entrepreneurial skills. But children need reliable, age-appropriate information. Once equipped, they can help others change for the better.

Children are also at the greatest risk from life-threatening diseases, such as diarrhoeal disease, which accounts for 25–40 per cent of all childhood deaths during an emergency, as well as acute respiratory infections, malaria, measles, eye infections, worm infestations, cholera and malnutrition. A malnourished or seriously injured child may not recover from an episode of diarrhoea, leading to an unnecessary death. Persistently poor hygiene practices and the absence of adequate drinking water and sanitation significantly contribute to these risks.

Recognizing and treating diarrhoea

To avoid suffering, children should be able to easily recognize diarrhoea symptoms and request immediate help. Failure to do so could result in death due to dehydration. The most common signs of diarrhoea are:

- Defecating more than normal
- Needing to drink more than usual
- Dizziness and headaches
- Tiredness
- Vomiting
- Unusually dry and uncomfortable mouth, lips and eyes
- Passing less urine than normal.



A health worker will typically provide oral rehydration solution (ORS), a special solution children can drink to stop dehydration and vomiting, and reduce the amount of faeces passed. They may also give the child zinc tablets. In the meantime, it is important that the child:

- Uses a latrine
- Drinks treated water in amounts more than usual to replace lost fluids
- Continues to eat, even small amounts, to fight off disease
- Washes hands with soap after using the latrine and before touching food or eating.

How children and adults become sick

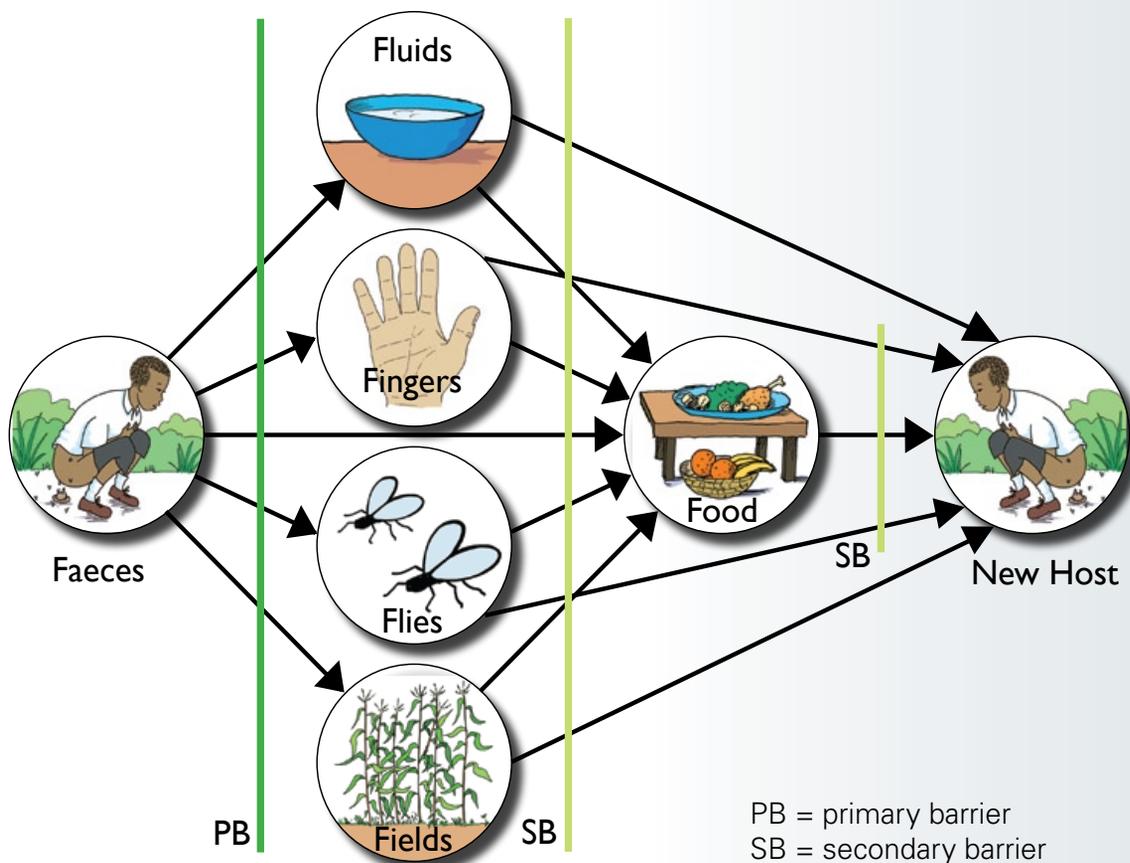
The most common way for children and adults to become sick is by swallowing the germs found in faeces. The 'F-diagram' demonstrates the so-called 'faecal oral' transmission route. In the diagram 'F' is for faeces, flies, fingers, fluids and food to show how germs in faeces pass from person to person.

Creating lasting barriers to stop transmission

Faecal-oral transmission stops when barriers, or blocks, are routinely put in place by children and adults. There are three essential barriers that stop the spread of disease:

- Everyone must wash their hands with soap after using the latrine or cleaning a small child and before touching food or eating.
- Everyone must use a latrine – no open defecation.
- Everyone must drink water that is collected, transported, treated, stored and used correctly.

Children need to understand how to protect themselves from disease, especially diarrhoea. Their level of understanding will depend on their age and how simple and appropriate an explanation is given to them.



4 WASH-Friendly Schools

A WASH-friendly school is one where everyone – children, teachers and the wider school-community carry out three essential practices to better secure health:

- Wash hands with soap regularly at critical times – after using the latrine or cleaning a small child and before touching food or eating.
- Always use a latrine – no open defecation.
- Drink safe water that has been collected, treated, stored and retrieved correctly.



WASH in Schools is guided by three main principles: The programme must be visible, inclusive and sustainable.

Visibility within the community

A formal launch for WASH in Schools provides an opportunity for celebration. Involving children and parents in the planning and running of events also provides a positive learning experience. Inviting the wider community to participate at the launch and other events throughout the calendar year will help encourage long-term participation, particularly in regard to monitoring progress. Using promotional materials such as signboards and flags along with person-to-person communication is one method of raising visibility within the community.

Monitoring WASH in Schools

UNICEF has published a 'WASH in Schools Monitoring Package' to strengthen national monitoring systems and to improve the quality of monitoring within schools. It can be found at www.unicef.org/wash/schools or obtained from the WASH or Education Cluster.

Being inclusive – reaching every child

The quality of WASH can help or hinder access to education. Poor hygiene, sanitation and water outside school may mean large numbers of children are too sick to attend school because they suffer persistent episodes of diarrhoea or worm infestations. Older girls may be absent each month because there are no WASH facilities in school for menstrual hygiene management. Children with disabilities may stay away from school because WASH facilities are inaccessible to them. Girls and boys may have too little time for learning because they spend long periods at water collection points.



Finding out how poor WASH conditions have a negative affect on children and their education will help schools and communities find solutions. This information can be gathered through surveys and by letting children act as 'eyes and ears', reporting what they see and hear. Involving children in this way also helps them think about how WASH affects their own families.



Everyone in school can support the introduction of WASH. Child-led action groups such as health clubs and committees can take responsibility for different activities with support from a teacher or parent-volunteer. Parent-teacher associations (PTAs) can help motivate other parents to join in. Where the community and school are reasonably settled, it may be possible to **coordinate an annual WASH plan for the school**, which designates roles and responsibilities for all participants. This plan could outline the facilities that will be improved, the supplies that are needed each month (e.g., soap), a list of dates for activities that include the community and a monitoring plan.

Sustainability – maintaining what is done

Schools are responsible for the overall management and use of school water points, latrines, hand washing facilities and hygiene education. This involves daily upkeep, monitoring of proper use and the upgrading of facilities over time.

Becoming a WASH-friendly school takes time and effort. Success depends on many things, including how stable the emergency situation has become. Tackling everything at once is unlikely to work. It is best to prioritize activities and involve as many people as possible in each activity. **It is better to do a little at a time in a sustainable way than to rush and do everything at once.**



5 Teaching WASH Behaviours and Practices

Changing behaviour or adopting new practices is not easy. Children can often forget what they have learned or simply have more exciting things to do. Establishing WASH as part of everyday life helps make new behaviours and practices 'stick'.

Establishing a daily routine

Introducing a WASH-related thought or message each day is one way of ensuring new practices are integrated into children's daily routines. This can be done during school assembly or after class registration. This simple technique reinforces how important good WASH behaviours and practices are.

Children can take a lead in this activity through song, drama and sharing responsibility for repeating the message throughout the day.

School mealtimes provide a good opportunity for everyone to routinely wash their hands properly with soap. Supervising this whole-school practice means that children and adults begin to accept good hygiene as an important and social part of their day.



Talking About Faeces

It is impossible to learn about WASH without talking about faeces. Being embarrassed or nervous about using the word faeces will not help to get life-saving messages across to children.

The term 'faeces', may be unknown to many children, especially younger ones. But they will understand a local term such as 'poo' or 'poop'. Getting this taboo word into ordinary conversation will help make it acceptable and less of a fixation.

Many languages have a commonly used term for human faeces. Here are some examples: caca (French); phân (Vietnamese); nshi (Igbo); อุจจาระ ùt-jaa-rá (Thai); mavi (Swahili); fezes or merda (Portuguese); cacca (Italian); mazyu (Tonga); ghol (Pashto); tinja (Indonesian); poo or poop (English); caquita or caca (Spanish); aayi (Tamil); bian bian 便便 (Chinese); paikhana or hagoo (Bangla); and kakka (Arabic).

Children leading WASH

When children teach and pass information to another person, including another child, they become 'peer educators'. This happens formally, through presentations and role playing, and informally, during ordinary conversations and play.

Peer-to-peer education is effective inside and outside school, for example, children might make an announcement over a loudspeaker about water conservation to people living in their neighbourhood; or set up and manage a roadside market stall to promote the importance of hand washing with soap. Giving correct, age-appropriate information will help children decide what they want to say.



Children's health clubs and WASH committees

WASH-focused clubs and class-based committees can be fun and educational, allowing children to lead activities and monitor progress. Assigning children to a WASH committee can help create peer influence to adopt good hygiene behaviours. Groups can be formed by age (either mixed ages or separate groups for older and younger children) or by gender, as appropriate for specific subjects or tasks. Children with disabilities should always be integrated into activities alongside their peers.



Show-and-tell activities

Show-and-tell activities are about celebrating and sharing children's knowledge and successes with their peers, teachers, the PTA and the wider community. They are an ideal way for children to share pride in their WASH-friendly school. The following suggestions can be used for show-and-tell:

Activity:

One child shares knowledge with another child.

A group of children present progress to another group of children.

One child takes a message to her or his family members and neighbours

A group of children write and perform a play in front of a community gathering.

The whole school takes part in a special WASH event.

A small group of children involve adults and other children in practical activities.

An older child tells a group of younger children a story.

A child shows an adult the dangers posed by open defecation.

Discussion examples:

"Let me show you where the latrines are and how to use them properly."

"Today, our class is going to tell us about their efforts to keep our school clean and tidy."

"At school we learned that we must wash our hands with soap before we eat and after going to the toilet. If we don't we will all get sick ..."

"Thank you for inviting us to your neighbourhood. We hope you enjoy our play all about drinking water ..."

"Next month it is Global Handwashing Day, when schools all over the world celebrate ... Let's join them!"

"Hello, we are organizing a clean-up day at school. Will you please help us?"

"My name is ... Today, I am going to tell you a story about ..."

(Pointing to the poo) "Here we see someone's poo. It is disgusting!" (makes a face)

Praise and feedback

It is important to praise children, teachers and adults (such as PTA members) to generate pride and maintain momentum and sustainability. There are many ways to praise children involved in WASH activities, including:

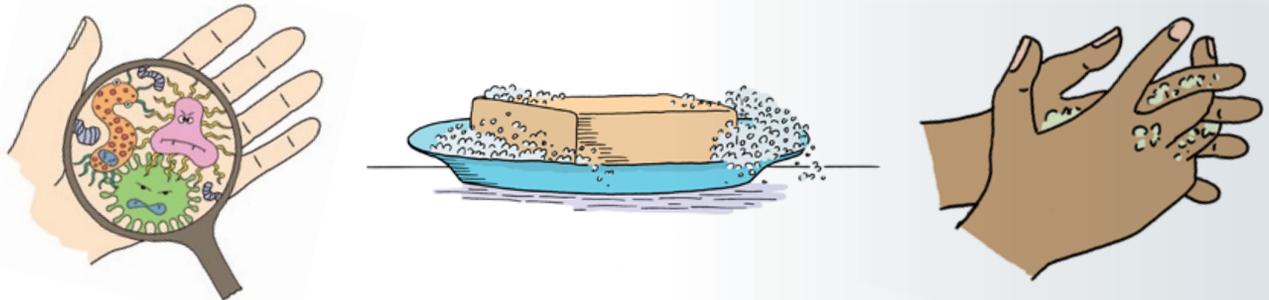
- Nominating children as WASH ambassadors or champions
- Awarding certificates for WASH achievements
- Displaying WASH art
- Keeping WASH achievement merit or star charts.



⑥ Theme One: Hand Washing with Soap

Hand washing with soap saves lives. It is one of the most important WASH messages because it is the simplest and most effective way prevent diarrhoeal diseases and acute respiratory infections. Children should learn that:

- Washing hands with water alone is not enough – soap should always be used.
- The critical times to wash hands with soap are: (1) after using the latrine; (2) before touching food or eating; and (3) after cleaning a young child or helping a child go to the toilet.



Children – and adults – often know that they should wash their hands with soap but fail to do so for a variety of reasons, saying, for example, “my hands do not look dirty” or “I know I should wash my hands, but nobody will notice if I don’t.”

Changing old habits

Remembering to wash hands with soap at these critical times often involves changing old habits. This is not easy, and change does not happen after just one lesson. It requires persistent effort on the part of teachers and families. Adopting new hygiene behaviour also requires persuasion, which is usually in the form of a so-called ‘triggering’ – an experience, hearing about or seeing something that motivates people to make a change because they suddenly see a real reason for doing so.

Would You Eat Faeces?

The idea of eating faecal matter (poo) is disgusting. Yet this is what happens if hands are not washed with soap after using the latrine and before eating.

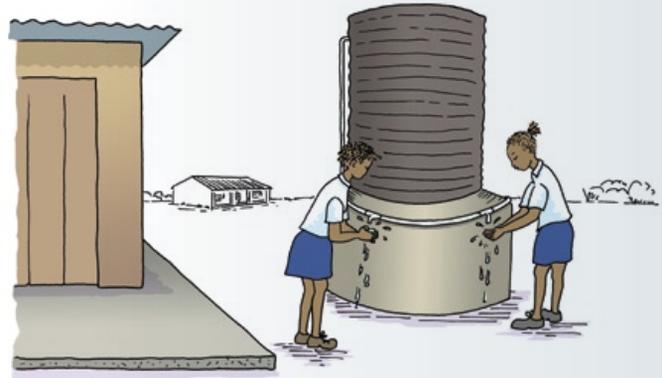
The practice of anal cleansing after going to the toilet inevitably means that hands come into contact with the disease-causing pathogens (germs, bacteria) found in faeces. These germs cannot be seen **BUT** they are there. Unwashed hands touch food, and the pathogens soon come into contact with the mouth.

When children and adults realize this they are usually totally disgusted. This feeling of disgust can motivate them to remember to always wash their hands with soap.



Hand-washing facilities

Every school should have a hand-washing facility near its latrine blocks. There are different types of facilities, including simple devices such as tippy taps and more permanent structures such as the 'punched pipe' system. Once set up, children can be involved in making sure water and soap are always available.



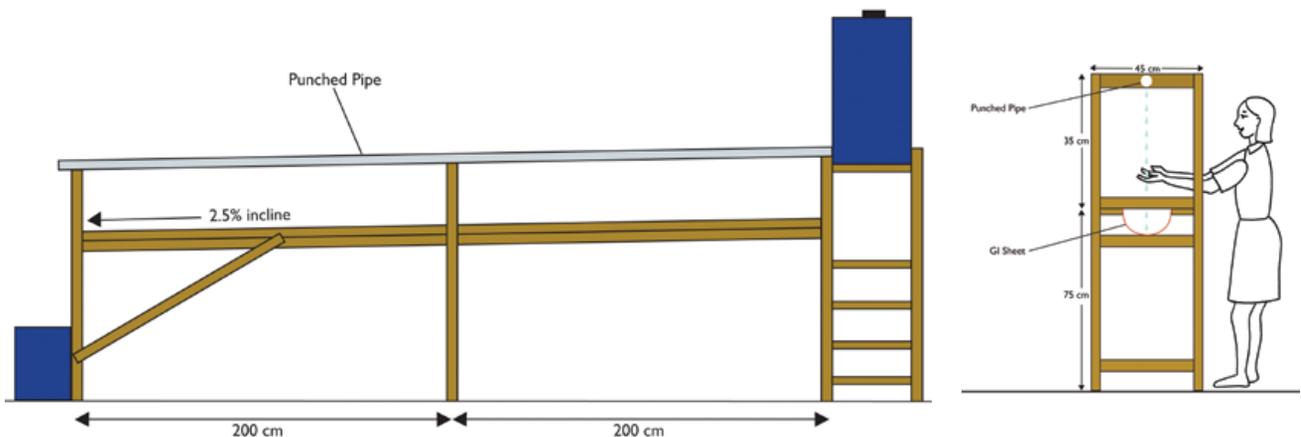
Punched Pipe Hand-Washing Facility

The punched pipe or tube system is a low-cost hand-washing facility where up to 20 children can wash their hands at the same time using just 2 litres of water.

It is made from wood, galvanized iron and PVC piping – and does not rely on piped water or a constant water pressure.

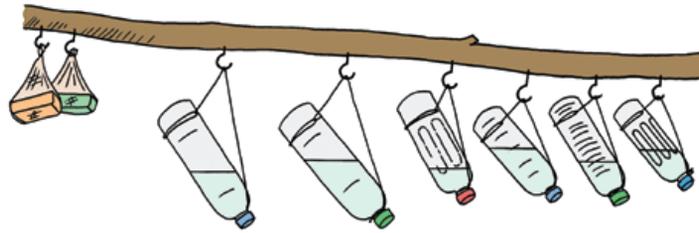
Water is stored in a covered container with a tap to attach the pipe to. Small holes are made along the pipe where the water will flow out.

The punched pipe hand-washing system was developed by the Fit for School non-governmental organization in the Philippines. The system can be locally made based on the following diagrams:



Tippy Taps

In very resource-poor situations, tippy taps provide a simple and effective hand-washing facility. Tippy taps are made from used plastic beverage or water bottles that are then hung on a simple wooden frame (perhaps made out of branches or bamboo), a tree or a post. They should be easily reachable, particularly by small children and those with disabilities. Soap should be placed nearby, off the ground.



A row of tippy taps can allow more than 20 children to wash their hands with soap at the same time. Tippy taps can be easily made with the help of children and community members. Once in use, children can check the water levels each day and replace soap as needed. Depending on the availability of bottles, each class could have its own facility.



How to make a tippy tap

- Step 1:** Tie a piece of string around the top (bottle neck) and the bottom (bottle base) to make a cradle. Leave a loose bow at the top so the string can be undone and fastened again (if the bottle is not hanging on hooks).
- Step 2:** Fill the bottle with water. If the screw cap is available make sure this is on tightly and pierce a few small holes in the top. This is so water can drip out when the bottle is tilted.
- Step 3:** Tie the bottle to the frame, tree or post so that the bottle hangs vertically, using the weight of the water.



To use the tippy tap, gently tilt the bottle towards your hands until the water drips out slowly. Too fast, and the bottle will empty too quickly!

The design of the tippy tap can be locally adapted. Some countries, for example, have a pedal system to avoid hands coming into contact with the bottle.

7 Theme Two: Safe Excreta Disposal

Safe disposal of excreta (faeces and urine) creates a barrier against the spread of diarrhoeal disease. For this reason, everyone should always use a latrine or toilet. Open defecation – squatting outside and not in a latrine – is **not** safe excreta disposal. As well as learning how to use a latrine children should know that:

- It is wrong to defecate in the open – always use a latrine or dedicated area.
- Disposing of faeces properly reduces the risk of disease.
- Latrines must be kept clean.

When there are no latrines, governments and relief agencies help by providing temporary places to go to the toilet, such as defecation fields, trench latrines (dedicated hand-dug and screened pits) and soak-away pits for urine (hand-dug, stone-filled holes for boys and trenches for girls). In situations where external help is limited and the ground conditions allow, schools can ask local community members and parents to assist in the routine digging and filling of these temporary facilities. In extreme situations, buckets lined with plastic bags that are later buried can be used.

Latrine use

Teaching children the basic facts about pit latrines may lead them – and their families – to use one. Not all children will be familiar with the type of latrine provided, and others could be unaware of its purpose unless someone takes the time to show them how to use it.

Specific information about different types of latrines, how they work and how to make sure they are accessible to all children can be obtained from local or international agencies, public works engineers, and school and environmental health inspectors.

Latrine structures may not be popular with children due to the smell, flies, mosquitoes or the area being constantly soiled by other users. Dark shelters can be frightening for young children, and girls can fear walking alone to the latrine in the early morning or at night because they risk harassment, violence and rape.

Different communities hold superstitious beliefs about latrine use and practices. Where these beliefs affect children, it is important to dispel any resulting fears.



Looking after latrines

A latrine is more likely to be used if it is clean. Daily maintenance tasks include:

- Cleaning slabs and floor areas, brushing walls and sweeping floors
- Emptying waste
- Replacing cleaning materials
- Adding ash to the pit (dry pit)
- Checking and replacing soap and water for hand washing
- Checking that doors and locks are working properly
- Keeping the area around the latrine free from surface water, puddles and rubbish.



8 Theme Three: Safe Drinking Water

Schoolchildren and teachers need a water supply that is safe, accessible and of sufficient quantity for drinking, food preparation and personal hygiene. In an emergency, **all water** – even that supplied to schools by government or relief agencies for drinking – should be treated first.

Children should learn to:

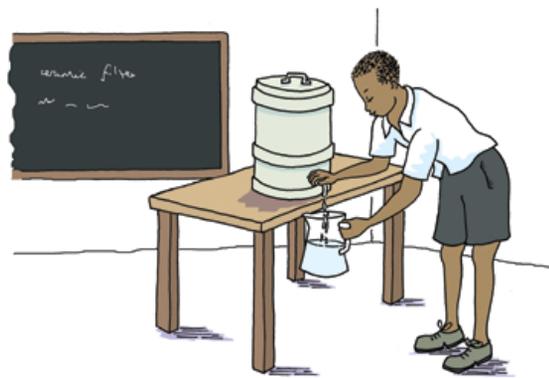
- Always try to use water from a reliable source.
- Never assume water is safe to drink – always treat it.
- Collect, carry, store and use drinking water properly.
- Stay safe near water – dirty, contaminated water can harm you and your health.
- When safe drinking water is hard to get, governments and relief agencies will help by providing it from tankers and temporary storage tanks.



School Drinking Water

Children need 1–2 litres of treated water for drinking every day. This water should be kept in classrooms, or in the space set aside for learning, so that children have free and dedicated access to it. Drinking water should be stored in clean jerrycans or other covered containers with taps to prevent contamination from hands, dirt and insects.

Where possible, each child should have a cup, water bottle or other similar container for his or her own drinking water. Water will also be needed for food preparation, sanitation and hand washing. Separate consideration should be given to the water needs of any displaced people using the school for shelter.



Water collection

Because drinking-water supplies are often scarce, people are forced to draw water from rivers, ponds, leaking pipes, tanks and wells that are damaged and contaminated. Children using these familiar sources may not realize the danger to their health or personal safety. Places to avoid include those where:

- People are defecating in or near water sources.
- Animals are using the same source.
- Objects, corpses and animal carcasses have been disposed of.
- The water source is near a damaged latrine.
- Water is no longer treated due to dysfunctional treatment equipment.
- There has been heavy rain or flooding, and storm-water drainage is poor.
- Dirty surface water is entering springs and wells.



Whenever possible, water for drinking should be obtained from an organized tanker supply, specially constructed tanks, water bladders, or pumps constructed and managed by the government or relief agencies.

Bottled water is also distributed during some emergencies, but this is a temporary solution.

Water transport and storage

Water should be collected and transported in covered, clean containers without coming into contact with hands.

Once in the household, water should be stored in a covered container to prevent contamination. Placing the container out of reach of small children is a good idea. Drinking water should be poured from the container into clean cups.

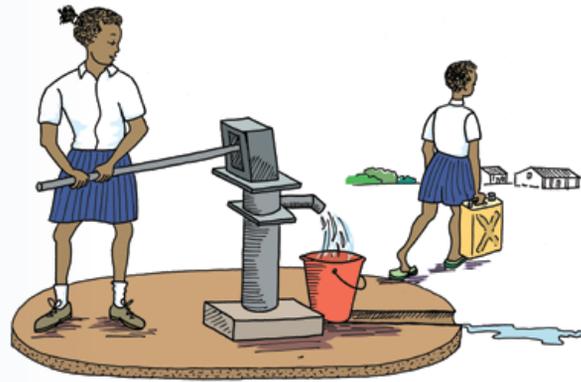
Water treatment

Water treatment makes water safe and pleasant to drink. Depending on local circumstances, two types of treatment are common:

Disinfection by heat (boiling), chemicals (chlorine) or sunlight

Filtration by passing the water through a ceramic or sand filter.

Whichever method is used locally, children should learn how to treat water for drinking. If chlorine tablets are used, children should know the recommended dosage and treatment procedure. If using heat to disinfect, the water should be boiled and remain boiling for at least 10 minutes to make sure all pathogens are killed before use.



Boiled water should be stored, handled carefully and consumed within 24 hours to avoid re-contamination. If sunlight is used to disinfect small quantities of water, the bottles should be filled with pre-filtered, clear water and set out in the sun (usually on rooftops) for 6 hours. Where filtration is used, for example, candle filters, sand filters or the two clay-pot system, the filters must be cleaned regularly.



Keeping safe

Water is not just for drinking and food preparation. It is also used for bathing, laundry and play.

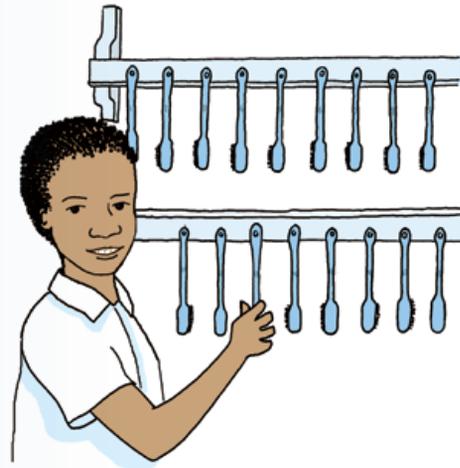
During emergencies, water that is traditionally used for these activities may contain new dangers. Children need to be vigilant and aware of their personal safety at all times.



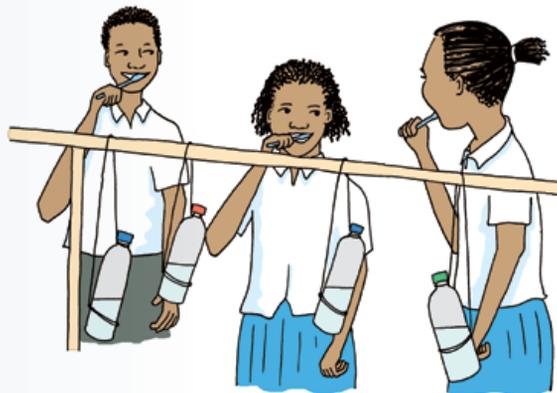
9 Theme Four: Personal Hygiene for Boys and Girls

Children need constant reminders and encouragement to practise good hygiene behaviours. What they learn now can last a lifetime. In addition to washing their hands with soap, children should regularly clean their teeth and clip their fingernails and toenails. Older girls also need support in learning skills for menstrual hygiene management. All children should learn how to:

- Keep their fingernails and toenails short and clean.
- Brush their teeth every day.
- Keep their hair clean, combed and tied back to prevent infection with lice or mites (which cause scabies).



Often in an emergency, governments and relief agencies will provide schools with personal hygiene kits for every child, though this will depend on the local situation. Usually, these kits contain toothpaste and a toothbrush, a nail clipper, soap, a towel and a comb. Showing children how and when to use their kits is very important. Tooth brushing should be supervised every day and nail clipping once a week.



Menstrual hygiene management

Older girls (age 9–14) menstruate around three to seven days each month. Girls who can talk openly with female teachers about menstruation manage better than girls bound by secrecy, myths and taboos. It is important that older girls have the chance to learn that:

- Menstruation is a normal part of growing up.
- It is OK to be in school during menstruation.
- Menstruation is not unclean or dirty – it is the healthy process of a girl's body cleansing itself for a few days each month. Like pee and poo, it is nothing to be ashamed of. But it does need to be handled in the same sanitary way.
- Sanitary cloths or pads need to be changed and washed regularly.

- Hand washing with soap is necessary after handling sanitary cloths or pads.
- Pain from abdominal cramps during menstruation is common and normal, and a quiet place for girls to rest can help reduce the pain.
- Latrines for girls belong **only to girls**. Every girl has a right to privacy, free from embarrassment or ridicule.

Managing Menstruation at School

For a few days about once every month, a girl who has reached menarche will discharge secretions, blood and tissue from her uterus in a natural and healthy cycle. A girl typically wears a sanitary cloth to catch this shedding, often referred to as menstrual blood or bleeding.

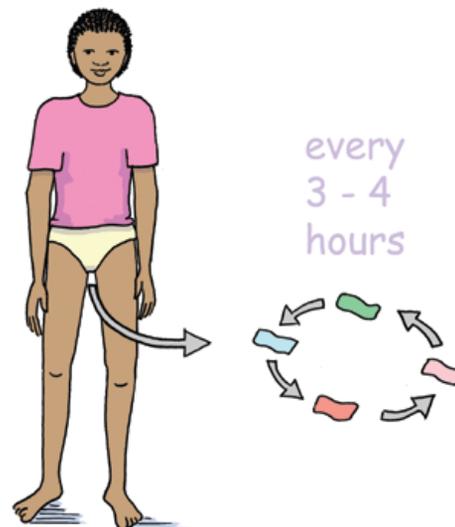
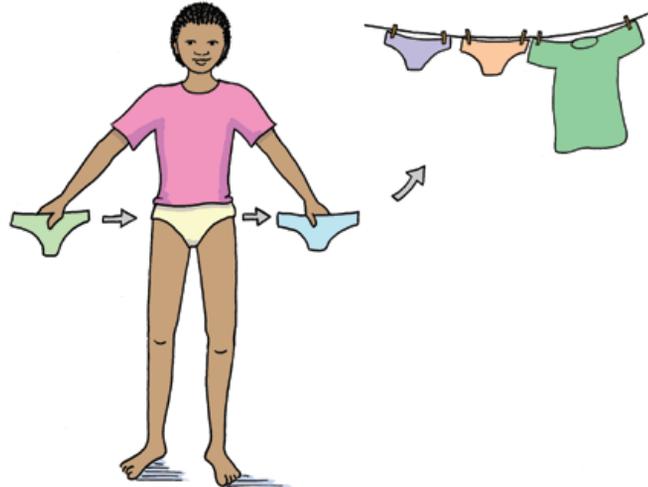
Although some girls have access to disposable pads, others use washable and reusable pads or cloths. Many girls – especially in emergency situations – use clean rags with or without underwear. These cloths require regular changing to washing.

In addition to promoting basic hygiene messages schools should try to provide:

- Latrines for girls only, with doors that can be closed and locked from inside.
- Cloth to make pads or reusable rags.
- Laundry soap and water for washing and rinsing cloths.
- A private place to wash, dry and store cloths.
- Soap and water for hand washing.
- Soap and water for girls to rinse themselves in private.
- Somewhere private to go to recover from temporary pain and cramping.

Showing each girl how to keep a record of her menstrual cycle gives her the security of knowing when to expect her next period and the chance to be prepared before coming to school.

This is done by counting the days on a simple calendar. So, for example, if her period of bleeding begins on 10 January and her next period begins on 5 February, this cycle gets counted as 26 days. Cycles vary for each girl, but most girls have a typical pattern that will show on the calendar after a few months of keeping track from month to month.



10 Theme Five: Looking After Our School

When the school environment is not properly maintained it can be a hazard to everyone's health and safety. WASH-friendly schools take special care of the school surroundings, buildings and facilities. Children should learn that:

We keep our treated drinking water in a special area, raised off the ground and away from animals.



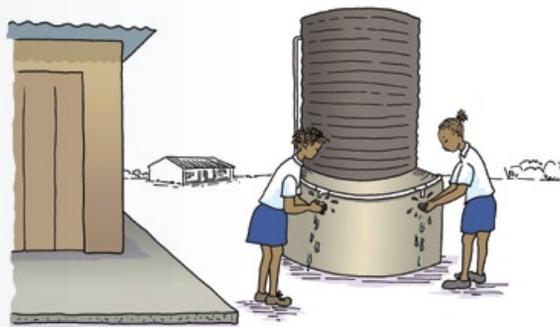
We do not practise open defecation – we use our latrines and wash our hands with soap.



We regularly make sure the area around the school is garbage free.



We keep our water point well maintained and have a soak-away area for our waste water. If possible, we use the waste water for our garden.



We monitor the proper use of our latrines and clean them regularly.



We have a safe play area, free from garbage and waste water.



We involve the wider community (perhaps through the PTA) in respecting and maintaining our facilities, whether they share them or not.



Children can easily be involved in monitoring their school environment, for example, by:

- Conducting simple questionnaire surveys to support the activities illustrated above
- Collecting data and making graphs during math to illustrate progress
- Keeping WASH diaries to log changes they have made or seen around them
- Planning and organizing improvements.

Introducing a **WASH monitoring day** will help to make sure that the facilities are kept clean, functioning and cared for by everyone.

11 Theme Six: Wash Beyond School

Children are important members of families, communities and social groups. As excellent communicators, children are able to take life-saving messages beyond school to the wider community. Children should learn that WASH matters to everyone, and we are all responsible for our health and the area we live in.

There are many reasons for supporting children to talk with others about WASH, including:

- Vulnerable children who could benefit from WASH do not always attend school.
- Children can and do influence other children's and adults' behaviour.
- School is only part of a child's day – people outside school also influence them.
- Children need the right information to stay healthy, protect themselves and help each other.
- Preventing and reducing diarrhoeal and WASH-related diseases means everyone must adopt good hygiene, water and sanitation behaviour and practices.

Messages to promote

The three most important messages to communicate outside school are:

1. Always use a latrine – no open defecation, including for disposal of infant excreta.
2. Wash hands with soap at critical times – after using the latrine or cleaning a young child, and before touching food or eating.
3. Consume only safe drinking water that has been collected, treated, stored and retrieved properly.

Supporting children as educators

Supporting children in their role as educators builds self-esteem as well as reinforcing healthy behaviours.

Providing children with accurate information and making sure they have the right materials is vital. This includes assisting them to decide which behaviours they can influence and change, and finding ways for children to share their success stories.



Annex 1: Themes and Activities

The following activities are presented by theme for use and adaptation with schoolchildren. Descriptions of each activity appear in Annex 2.

Theme	Activity	Objective	Flashcard reference
Theme One: Hand washing with soap	Shake my hand!	To show how poo passes from one person to the next	1, 2, 3
	Making the invisible visible!	To show what 'clean' hands really look like if we don't wash them with soap	1, 2, 3
	Catch me quick!	To show how quickly diarrhoea spreads from person to person	N/A
	Happy hands, sad hands!	To reinforce the message that happy hands are the hands washed with soap and demonstrate that it is easy to forget to wash hands with soap	N/A
	WASH in Schools Game - Snakes and Ladders	To reinforce WASH messages, including hand washing with soap	5, 113
	Count to 5, Count to 10	To show children the correct way to wash hands with soap	6, 7, 8, 9, 10, 11, 12
	Making a tippy tap	To make a simple hand-washing device and show water use	2, 3, 13, 14
Theme Two: Safe excreta disposal	Preventing the spread of diarrhoea	To help children understand how diarrhoeal disease spreads and how it can be prevented	1, 2, 3, 15, 16, 17, 18, 19, 20, 21
	Take two children	To help children identify causes of ill health and the practices that will promote good health	22, 23, 24, 25, 26, 27, 28, 29
	Open defecation does not happen here!	To expose poor hygiene practices at school and share mutual disgust to motivate healthier behaviours and action	15, 30, 31, 32

Theme	Activity	Objective	Flashcard reference
	I need help now!	To teach children how to identify when they have diarrhoea and what to do	22, 25, 30, 33, 34, 35, 36, 37
	Latrines for everyone!	To help children understand that everyone needs to use the latrine, even when they have physical difficulties	38, 39, 40, 41, 42, 54
	Feeling good about using latrines	To introduce children to the school latrines and overcome any fears about use	43, 67, 70
Theme Three: Safe drinking water	Glass of water?	To make the link between open defecation and disgust, and learn why all drinking water must be treated	16, 17, 18, 19, 44
	Water sources	To make sure children can identify where they should try to collect drinking water	24, 28, 45, 46, 47, 48, 49, 104
	The water race	To show children how important it is to collect and carry water safely	46, 50, 51
	Treating water	To teach basic water treatment	28, 52, 53
	Drinking water storage and use	To agree on where drinking water will be kept and rules about use	51, 56, 57, 59
Theme Four: Personal hygiene for boys and girls	Clean teeth, big smile!	To teach children how to clean their teeth daily	60, 61
	Talking facts, sharing experiences	To help older girls understand that it is OK to talk about menstruation and to be at school during their period	Note: This activity is about making your own flashcards.
	Managing menstruation at school	To agree on practical actions to ensure having a period at school easier	62, 63

Theme	Activity	Objective	Flashcard reference
Theme Five: Looking after our school	WASH monitoring day	To introduce the WASH monitoring day and motivate children to take ownership of looking after their school	23, 24, 28, 37, 46, 64, 66, 67, 68, 69, 109
	The water around us	To identify where water must be looked after at school and why	24, 46, 49, 56, 57, 108
	Spot the difference!	To introduce latrine maintenance and involve children in regular upkeep activities	70, 71, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 103, 104, 105, 106, 107, 109
Theme Six: WASH beyond school	Global Handwashing Day	To communicate the importance of hand washing to the community and to have fun! For more information about Global Handwashing Day, see www.globalhandwashingday.org	72, 73, 74, 76, 98, 106, 107
	Community mapping	To show community members that open defecation is disgusting and must be stopped	32, 75, 76, 77, 78, 79, 80, 81, 82

Annex 2: Description of Activities

Theme One: Hand Washing with Soap

Activity: Shake my hand!

Objective: To show how poo passes from one person to the next

Structure: Game with 10–12 children
Time: 15 minutes

Notes:

- Correct hand washing **with soap** is important to get rid of the things that **cannot** be seen.

Activity description:

Cover the palms of one person's hands in ash, charcoal or chalk dust.

Ask children to stand in a long line.

The person with the 'dirty hands' shakes the first child's hand and then asks that child to shake the hand of the next person.

Continue shaking hands down the line.

How many children have the ash, charcoal or chalk dust on their hands? Even the smallest speck counts.

Explain that this is what happens when we forget to wash our hands with soap after going to the latrine.

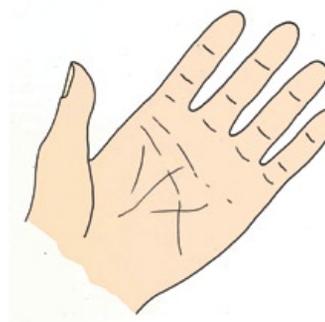
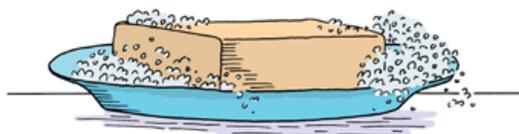
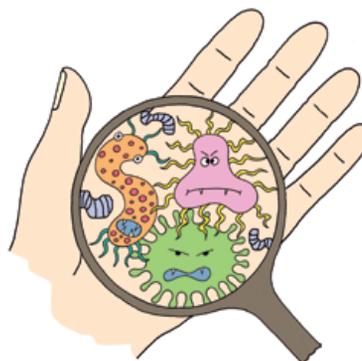
How could we stop this from happening? Ask for suggestions.

Ask the original person with the 'dirty hands' to wash them with soap and hold them up for all to see. The 'dirt' has now gone.

Materials:

Ash, charcoal or chalk dust

Bowl of water and soap for hand washing



Flashcard reference

1, 2, 3

Theme One: Hand Washing with Soap

Activity: Making the invisible visible!

Objective: To show what 'clean' hands really look like if we don't wash them with soap

Structure: Small groups or the whole class

Time: Up to 1 hour

Notes:

- Glo Germ is harmless, it will not cause pain, hurt or poison children or adults.
- An adult should supervise the use of Glo Germ.
- The experiment is easy to do and children really enjoy it!

Activity description:

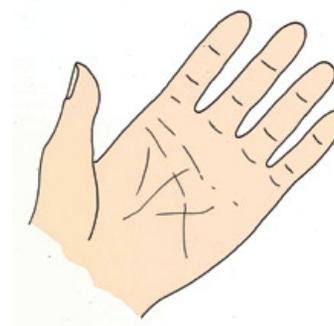
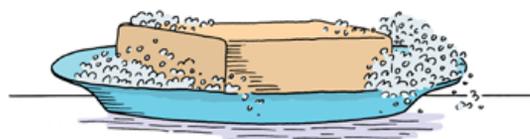
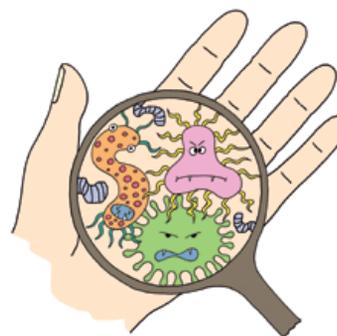
1. Shake bottle of Glo Germ well and place a small amount in the palm of one hand. Spread the Glo Germ over both hands as if applying hand lotion.
2. Be sure to cover hands completely, particularly under nails, around cuticles and between fingers. Wipe off excess with paper towel. To avoid stains, keep Glo Germ away from contact with clothing.
3. Place hands under UV lamp to view "glowing germs" that exist before hand washing. Demonstration works best in a darkened room.
4. Wash hands with soap using the WASH in Schools method. Place hands under UV lamp, paying special attention to thumbs, areas around nails and between fingers. Any part of the hands that is still glowing reveals "germs" – and places to wash hands more thoroughly.

Note: Complete removal of Glo Germ with normal hand washing is more difficult if skin is chapped or cracked, indicating that bacteria is also harder to remove.

Materials:

The Glo Germ kit contains:

- 1 handheld 21 LED ultraviolet flashlight
- 1 bottle of Glo Germ Gel (enough for 75–100 applications),
- 1 bottle of Glo Germ Powder (approximately 150–200 demonstrations)
- 3 batteries in a case



Flashcard reference

1, 2, 3

Theme One: Hand Washing with Soap

Activity: Catch me quick!

Objective: To show how quickly diarrhoea spreads from person to person	Structure: Game with 10–12 children Time: 15 minutes
Notes: <ul style="list-style-type: none">• Anyone, including you can get diarrhoea – quickly.	
Activity description: <p>One child or teacher who is pretending to be 'sick with diarrhoea' stands in front of a tree (or chair, post, wall) facing towards a line of 10 children standing a few metres away.</p> <p>The person 'with diarrhoea' shouts "GO!" All 10 children are asked to try to get to the tree without being caught by the person with diarrhoea. BUT they are only allowed to hop!</p> <p>The person with diarrhoea also starts to hop towards the line of children and tries to 'tag' them (reaching out and touching them gently).</p> <p>Any child who is touched now has diarrhoea too.</p> <p>These children must turn back towards the line and tag the others before these children reach the tree.</p> <p>This pattern carries on until all the children are 'sick'.</p>	Materials: <p>Outside space near a tree, chair, post or wall</p> Flashcard reference <p>N/A</p>

Theme One: Hand Washing with Soap

Activity: Happy hands, sad hands!

Objective: To reinforce the message that happy hands are the ones washed with soap and demonstrate that it is easy to forget to wash hands with soap.

Structure: Game with 10–12 children
Time: 15 minutes

Notes:

- The idea that happy hands are washed hands can also remind children to wash their hands with soap at critical times – “Who has happy hands? Who has sad hands?”

Activity description:

Tell children that the palms of their hands are happy because they have been washed with soap. The back of their hands are sad because soap has not been used.

Ask them to stand facing you and then try to catch them out.

Start by saying “show me a hand washed with soap.” The children wave the happy side towards you.

Next ask to see a hand that has not been washed with soap. The children turn their hand around to wave the sad side.

Continue by asking the children to “show me a happy hand” or “show me a sad hand.”

Continue the game, while changing the pace and the order. If a child shows the wrong side, she or he must sit down until one child is left standing.

Materials:

No materials needed

Flashcard reference

N/A

Theme One: Hand Washing with Soap

Activity: WASH in Schools Game – Snakes and Ladders

Objective: To reinforce WASH messages including hand washing with soap

Structure: Game with 2–4 children

Time: 30 minutes–1 hour

Notes:

- Children can make their own versions of the game on pieces of cardboard or wood, inserting their own WASH messages.

Activity description:

Each child has a counter or a small stone/bottle cap

Players put their counter on square number 1. This marks the beginning of the game.

Players roll a dice and move the designated number of spaces (a square is one space) between 1 and 6.

Once they land on a space they must perform or read any action designated there (for example 'pretend to wash hands with soap' or 'move back 2 spaces').

If the space a player lands on is at the **bottom** of a ladder he or she should climb up it to the top. This will take the player nearer to the winning space.

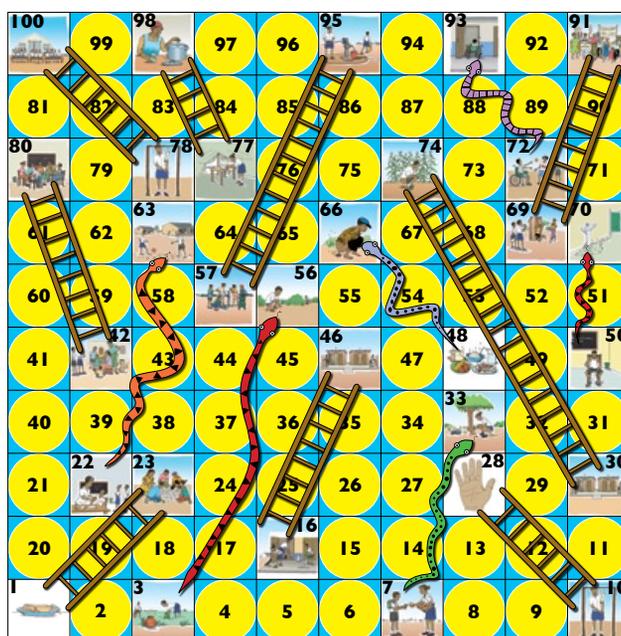
If the player lands on the **top** of a snake, he or she must slide down it, going back closer to the start.

The winner is the person who reaches square 100 first.

Materials:

Snakes and Ladders game board, counter or small stone/bottle cap, dice

WASH in Schools Game – Snakes and Ladders



Flashcard reference

5, 113

Theme One: Hand Washing with Soap

Activity: Count to 5, Count to 10

Objective: To show children the correct way to wash hands with soap

Structure: Small groups around the hand-washing facility or the whole class

Time: Up to 1 hour

Notes:

- This is a good activity for younger children who are learning to count.
- Older children can make up songs or rhymes to remind them about hand washing, with phrases using 5 or 10 words.

Activity description:

Following the steps on the flashcards to demonstrate the right way to wash hands with soap.

As you are doing this, use your fingers to repeat a rhyme about hand washing. For example:

"I must wash my hands."
(5 words)

"I must wash my hands with soap after the latrine."
(10 words).

OR count your fingers (for younger children).

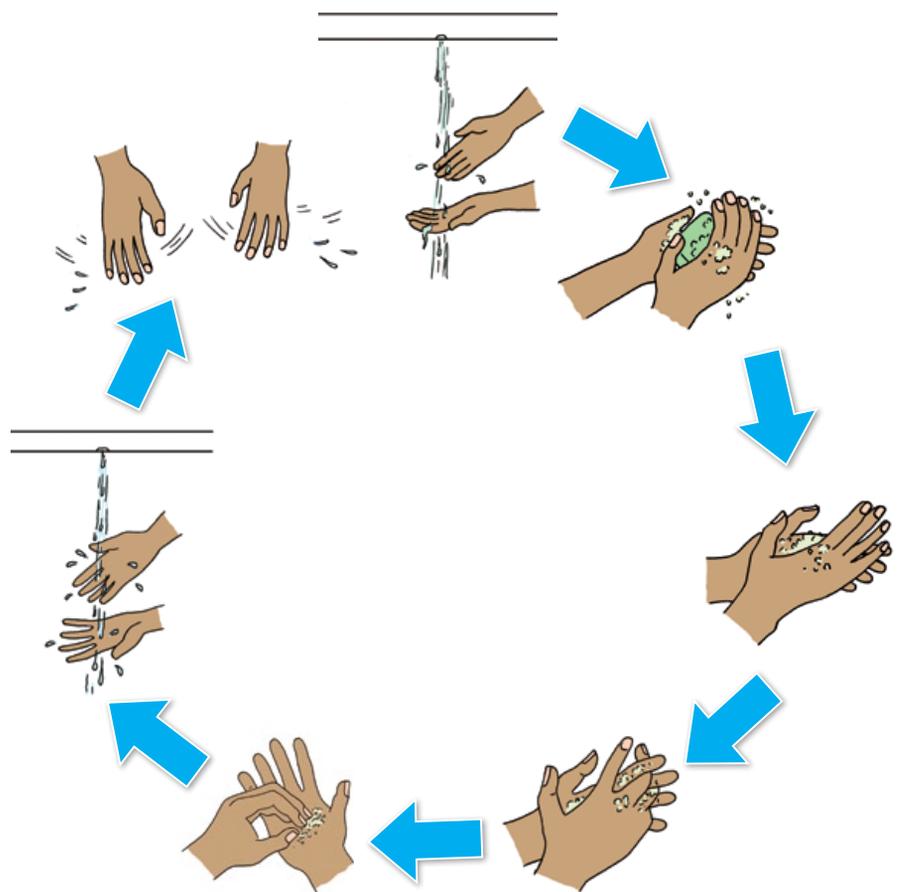
Invite children to practise washing their own hands, repeating your steps and words.

Ask children to make up new rhymes to help them remember the hand-washing steps.

Ask children to vote for the most memorable rhyme.

Materials:

Soap, water for hand washing



Flashcard reference

6, 7, 8, 9, 10, 11, 12

Theme One: Hand Washing with Soap

Activity: Making a Tippy Tap

Objective: To make a simple hand-washing device and show water use

Structure: Small groups if each makes a tippy tap

Time: Up to 2 hours

Notes:

- Making this simple hand-washing device reinforces hand washing with soap and also shows children what a small amount of water is used each time hands are washed.

Activity description:

Tippy taps are used as a water supply for hand washing. They are an efficient way of using water when it is scarce.

Tippy taps are hung on a frame, tree branch or post near latrines. They should be easily reached, including by small children. Soap is put in a nearby place off the ground.

To make a tippy tap:

- Tie string around the top (bottle neck) and the bottom (bottle base) to make a cradle. Leave a bow at the top so that the string can be undone and fastened again.
- Fill the bottle with water. Tie the bottle to the frame so that the bottle is vertical using the weight of the water.

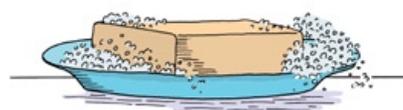
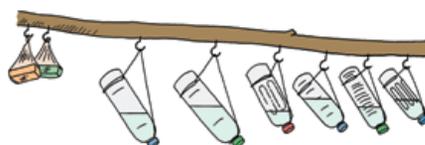
To use the tippy tap, gently tilt the bottle towards your hands until the water drips out slowly. Too fast and the bottle will empty too quickly!

In some countries, soap is also put on a string by using a sharp tool to thread the string through the soap and knotting the string to keep the soap in place.

Materials:

Empty containers (beverage bottles) and string

Picture set: Tippy tap



Flashcard reference

2, 3, 13, 14

Theme Two: Safe Excreta Disposal

Activity: Preventing the spread of diarrhoea

Objective: To help children understand how diarrhoeal disease spreads and how it can be prevented

Structure: Small groups with or without a teacher

Time: 30 minutes–1 hour +

Notes:

- Use the picture cards to help children understand the order (or sequence) of events that can result in diarrhoea, and what will help prevent the disease.
- For younger children, it is a good idea to work through the pictures together. Older children will be able to do it independently or in small groups.
- You may use all the cards or split them into sets depending on the message or behaviour you are teaching.

Activity description:

Approach A: Show children the cards one at a time and ask them to tell you what they see. Talk about the answers and ask further questions. Discuss any incorrect ideas.

Approach B: Give out a set of cards in the wrong order. Ask them to put the cards into the right order. Let the group talk together about what they are doing.

Some children will know more than others, some answers will be incorrect. This does not matter. Encourage the group to reach a consensus – an order they agree on.

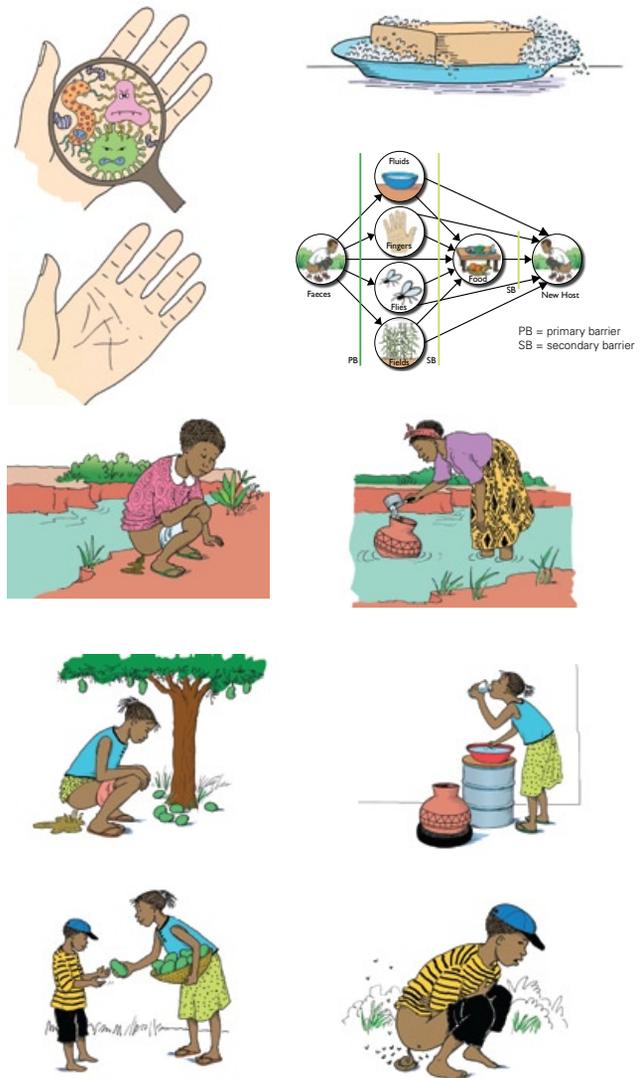
Next ask them to tell you about the story on the cards. Clarify anything that is not correct. Ask about how they can improve the situation they see.

Approach C: Show the children the F-diagram and ask them to recreate it using only pictures. Now ask them to find the pictures that create a ‘barrier’ to prevent disease transmission.

Approach D: Ask children to choose a picture or sequence of pictures and describe in writing what they see.

Materials:

F-diagram poster



Flashcard reference

1, 2, 3, 15, 16, 17, 18, 19, 20, 21

Theme Two: Safe Excreta Disposal

Activity: Take Two Children

Objective: To help children identify causes of ill health and practices that will promote good health

Structure: Small groups
Time: 1 hour

Notes:

- Use the 'Take two children' picture cards to help children see the differences between healthy behaviours and practices and those that cause illness.
- For younger children, use 'happy' child (healthy) and 'sad' child (unhealthy).
- For younger children, it is a good idea to work through the pictures together. Older children will be able to do it independently or in small groups
- You may use all the cards or split them into sets depending on the message or behaviour you are teaching and the age of the children.

Activity description:

Show two pictures to the children, one of a healthy (happy) child, the other an unhealthy (sad) child.

Split the children into groups. Give each group a set of randomly selected cards.

Ask them to make two piles. One that helps a child to stay healthy (happy). One with things that make a child unhealthy (sad). Let the children talk about the cards as they work together.

Ask each group to share their card piles by placing cards either below the healthy or unhealthy child.

Why did they make the decision about each card? Does everyone agree? Help the class reach a consensus and clarify any wrong ideas.

Materials:

Take Two Children (flashcard picture sets)

Sad child:



Happy Child:



Flashcard reference

This activity uses flashcard pictures in pairs: 22 & 26, 23 & 27, 24 & 28, 25 & 29

Theme Two: Safe Excreta Disposal

Activity: Open defecation does not happen here!

Objective: To expose poor hygiene practices at school, and share mutual disgust to motivate better behaviours and action

Structure: Whole class or smaller groups with a teacher
Time: 3 hours

Notes:

- The teacher should lead this activity and be ready to show disgust in his or her facial expressions and actions.
- Encourage children to show disgust and talk about how they feel.
- This activity can also take place with community members – either at school or their neighbourhoods.

Activity description:

Introduce (or remind) children about the F-diagram. Explain what is happening, and the barriers.

Take the children on a walk all around the school grounds – by facilities, buildings and the surrounding area.

Every time you see a health danger (e.g., open defecation, garbage, unclean latrines, flies, waste water) make a big noise about it. (“What is this? Why isn’t it in a latrine? Who is walking in this? Am I eating your poo?”)

Discuss with the children how horrid the environment is. Ask them if this is how they want their school to be. Focus on being disgusted.

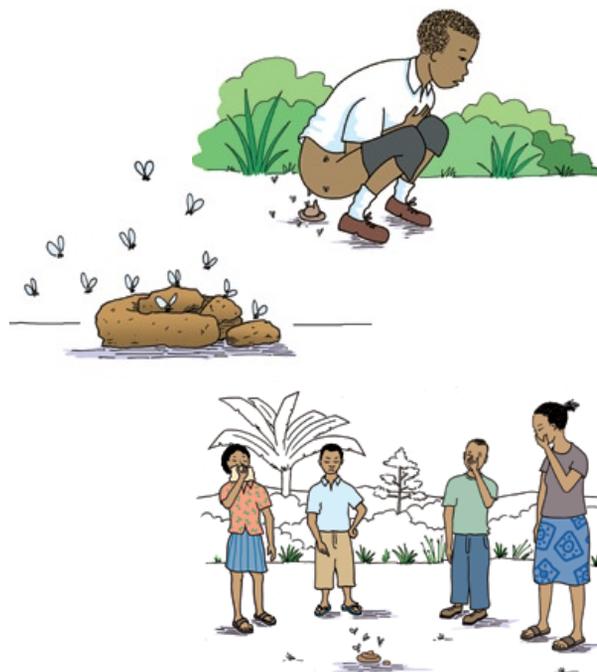
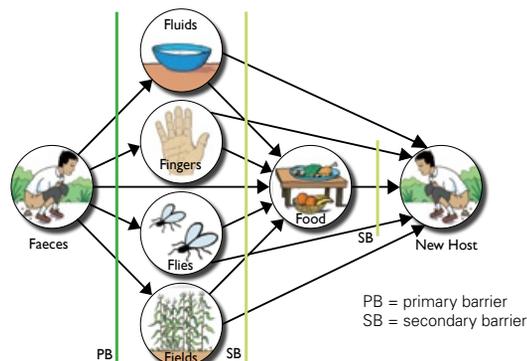
Back in the classroom, work with the children to draw a big map of the school, showing where the problems are. Add the water point and the latrines.

How can these issues be put right? What would be a good plan for the school?

Ask the children to think about this. Work with them to make a list of agreed actions, e.g., no open defecation, a latrine cleaning rota, garbage collection, making a safe place for drinking water.

Materials:

Paper and pens to draw a large map, or draw in the earth using stones and sticks



Flashcard reference

15, 30, 31, 32

Theme Two: Safe Excreta Disposal

Activity: I need help now!

Objective: To teach children how to identify when they have diarrhoea and what to do

Structure: Small groups
Time: 1 hour per approach

Notes:

- This activity is not about making little doctors. It is about making sure children know when they are ill and when to ask for help.
- Include the treatments for making drinking water safe, hand washing with soap after using the latrine and before eating, and continued eating/drinking as real-life practical activities.
- Acting out skits is also an effective way of demonstrating this activity.
- Adapt the approach to suit the children's ages.

Activity description:

Approach A: Show children the picture of a sad-looking child. Ask what they see: "Why is the child sad? Maybe the child is ill." Show the picture of the same child defecating (loose stool). He has got diarrhoea and feels sick.

Ask how the child feels. Work through the symptom pictures talking about how it feels to have diarrhoea. Ask if some of the children have felt like this before. Explain that you have been in this situation too.

What should we do when we feel sick? Who do we tell? And where would we go? Show the treatment pictures and emphasize the importance of each one.

Reinforce the message by demonstrating drinking safe water and hand washing with soap.

Approach B: Ask a group of older children to make a short play (drama/theatre) to show younger children and/or community members how to identify diarrhoea illness and take the right action.

Share the picture cards with them to give them ideas. This approach reinforces the previous activity.

Materials:

Flashcard pictures



Flashcard reference

22, 25, 30, 33, 34, 35, 36, 37

Theme Two: Safe Excreta Disposal

Activity: Latrines for everyone!

Objective: To help children understand that everyone needs to use the latrine even when they have physical difficulties

Structure: Whole class, with role playing that involves 2–3 children

Time: 2 hours

Notes:

- Some children and adults, for example, those who were disabled or injured during the emergency, have special needs for latrine access and use. Small, simple changes to the existing facility may help to overcome some of these problems.
- Children and adults are less likely to show prejudice towards vulnerable people if they understand these needs and contribute to making school latrines accessible to everyone. Make a plan and implement it. No matter how small the intervention.
- Be sensitive when asking disabled or injured children to participate in this activity. Find ways to build their confidence rather than expose them as different and therefore not equal to their peers. **These children have the same rights as everyone else.**

Activity description:

Draw the outline of a latrine squat hole on a large piece of paper (or on the ground). Make it life-size! This is your demonstration latrine slab. If you don't have paper, draw the latrine slab on the ground with a stick.

Ask for two volunteers. The first is asked to pretend he or she has a leg amputated below the knee (bending one leg and hopping for the exercise); the other pretends to be partially sighted (squinting, with eyes almost closed for exercise).

Ask each volunteer to pretend to go to the latrine **on the diagram**. Ask the others to quietly watch and note the difficulties each volunteer has.

Once the volunteer is positioned in a 'squat' (or at least positioned above the hole!), draw around her or his feet (this shows where their feet need to be to use the latrine in relation to another person). It is now your turn to use the latrine, marking your own position on the slab.

What did we notice? (The foot positions are different, access and squatting was difficult.) What would make it easier? Use the pictures to stimulate ideas. How can we make our school latrines more accessible and user-friendly?

Materials:

A large piece of paper and pens or pencils for drawing, or a stick to draw with on the ground



Flashcard reference

38, 39, 40, 41, 42, 54

Theme Two: Safe Excreta Disposal

Activity: Feeling good about using latrines

Objective: To introduce children to the school latrines and overcome any fears about use

Structure: Whole group and small groups

Time: Up to 2 hours

Notes:

- Do this activity when children first come to school or when the school first opens.
- Adapt it to suit the needs of different children and local beliefs, and maybe have separate girls' and boys' groups.
- During the activity, the idea is to share ideas while respecting feelings.
- Do not reinforce negative or frightening beliefs, or make children feel stupid for having them. Always work with them to think of ways to minimize the fear, and concentrate on the positive aspects of using latrines.

Activity description:

Point to the latrine (or show a picture) and ask "What is this? What is it used for?" Explain that a latrine is a safe place to get rid of our poo.

Ask each child to draw a picture (or write a sentence/word) to show how she or he feels about using a latrine (good feelings or bad feelings). They do not need to show anyone else their work while they are doing this.

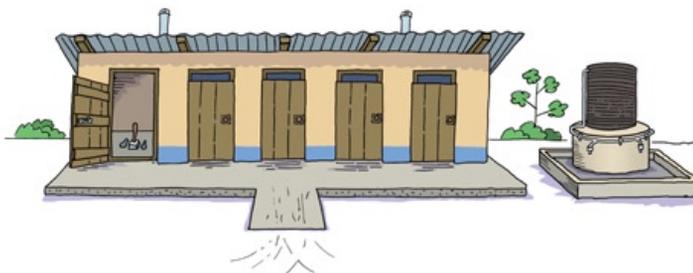
Collect the work in one pile and shuffle it. Without identifying the owner, show each picture to the group and ask "What do you see? What is this picture/sentence/word about?" The group may or may not see what the owner intended (but this does not matter).

Work through all the papers, talking about each one. Respect the views of the children and try to dispel fears. Put each one on the ground/table. Then ask children to group these into similar ideas (e.g., fears and likes).

Next, in small groups (boys and girls separately) visit the latrines. Dispel their fears. Show children how to use the latrines. Make sure the latrines are clean! Agree on three good things about the latrines and repeat these often to the children.

Materials:

Paper and pencils



Theme Three: Water

Activity: Glass of water?

Objective: To allow children to make the link between open defecation and disgust, and learn why all drinking water must be treated

Structure: Whole class, in the open (near a pile of faeces; animal or human)

Time: 10 minutes

Notes:

- This activity is supposed to be disgusting. It does not take long to do. It shows children that water is not always safe. We must treat it.
- Always wash hands with soap afterwards!

Activity description:

Ask for a glass of water from the normal school supply that has been treated. Ask a child to take a quick drink from the glass (a sip, not the whole glass!).

Using a twig, touch the faeces and put the same end in the glass of water. Once again give the glass of water to the same person. Ask the child to take a drink – usually they will not! Ask why not.

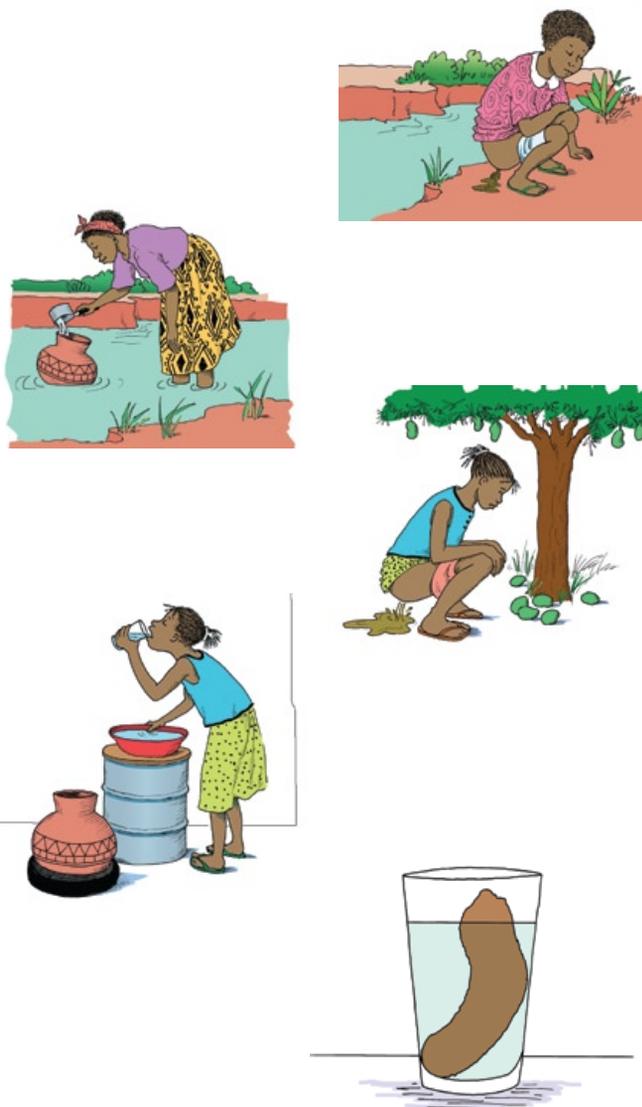
Refer children back to the work they did about open defecation and diarrhoea. Explain how water can easily become 'dirty'. Once the poo is in the water it is **invisible** – it is there but not seen.

Show the children the picture of a glass with faeces in it. If we could see the poo this easily, would we drink the water? NO! Agree that we must always try to get our drinking water from a reliable place **and** treat it before we drink it.

Finally, calculate how much treated drinking water the class needs each day (based on 2 litres per person per day).

Materials:

Glass of drinking water from the normal school supply, animal/human poo, a twig



Flashcard reference

16, 17, 18, 19, 44

Theme Three: Water

Activity: Water Sources

Objective: To make sure children can identify where they should try to collect drinking water

Structure: Whole class and small groups

Time: Up to 2 hours

Notes:

- Reliable water sources will differ from situation to situation. Adapt this activity to suit the local situation.

Activity description:

Focus on drinking water. Revisit the F-diagram used in the 'Safe Excreta Disposal' theme. Remind children how poo can easily get into our water drinking-water supply, and therefore it is important that we only collect water from a reliable source and that we treat it before drinking.

How do we know our water source is reliable?

Give children the pictures in random order. Ask them to sort them into 'reliable' (trusted) and 'unreliable' (untrusted) sources. Allow time for talking about each picture and decision.

Ask the children to explain their decisions. Talk about each one, saying if it is correct or not and why. Build on this knowledge by asking for other examples of dirty water.

What is the situation here? In school? In the wider community? Draw a map of the different sources and type, or add to the one made about open defecation (theme one).

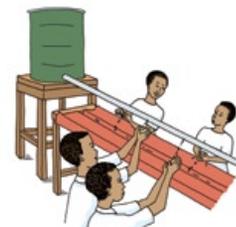
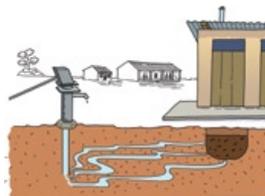
Involve children in making an information poster for their school/community about reliable and unreliable sources in their community/situation.

Materials:

Bad:



Good:



Flashcard reference

24, 28, 45, 47, 48, 49, 71, 104, 108

Theme Three: Water

Activity: The Water Race

Objective: To show children how it is important to collect and carry water safely

Structure: Whole class

Time: Under 1 hour

Notes:

- Only do this activity if water is not scarce because some of it will be wasted.
- To do this activity, use actual water containers or the picture set.

Activity description:

Arrange different water containers on the ground.

Ask the children to run and stand beside the water container that most resembles the one they (or their family/household) normally collects drinking water in.

Ask the children to imagine running a race with the container full of water. What would happen?

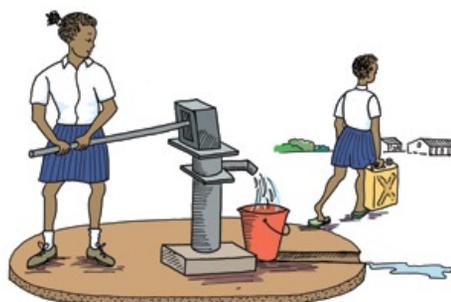
How much water do they think would be left in the container for example, if using a jerrycan, or if the lid is loose on a bucket?

What else might happen to the bucket of water? Things might drop into it, dirty hands might come in to contact with the water.

Back in the classroom use the picture set to agree on the best way to collect and carry water safely. The criteria should include: a clean container with a cover.

Materials:

A variety of water-carrying containers, e.g., jerrycan, bucket or bowl



Flashcard reference

46, 50, 51

Theme Three: Water

Activity: Treating Water

Objective: To teach basic water treatment

Structure: Whole class

Time: Up to 1 hour

Notes:

- School drinking water, regardless of the reliability of its source, should always be treated. How this is done will depend on local practices, current advice and the particular situation. The treatment method will be either disinfection or filtration.
- Approach the activity as a science lesson.
- Include water treatment in the list of tasks performed daily by teachers and children, and agree how this will be recorded and monitored.

Activity description:

Remind children that we cannot see if water is safe to drink or not.

Demonstrate how to treat water and involve children in treating water using the accepted local/school practice. Use the picture sets to help you.

Explain that we must be careful when using chemicals, heat and sunlight (including the dangers of reaching or climbing on rooftops or putting too much chlorine in the water).

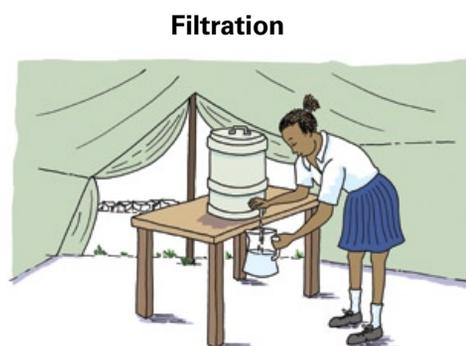
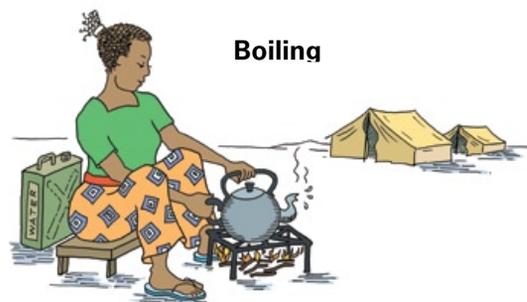
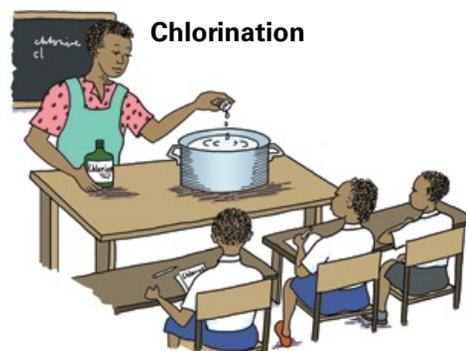
Remember, younger children can be involved in the activity only if adequately supervised by an adult or older child.

Involve a small number of children in making a treatment record and monitoring sheet.

Together, work out a rota to make sure that school drinking water is always treated. This will involve working out how much water/chemical, etc., is needed. Base this calculation on 2 litres per person per day.

Materials:

Flashcard pictures for:



Flashcard reference

28, 52, 53

Theme Three: Water

Activity: Drinking Water Storage and Use

Objective: To agree where drinking water will be kept and rules about use

Structure: Whole class
Time: 1–2 hours

Notes:

- School drinking water is best organized by class so that small groups of boys and girls can take responsibility for looking after it.

Activity description:

This is a practical activity to be done after the water treatment demonstration.

Show the picture of poor drinking-water storage. Ask for reasons why this is not a good idea.

Ask the children to look around the school (or classroom) for the most suitable place to keep their drinking water.

Agree on the type of place they are looking for (e.g., away from animals, somewhere the water can be stored off the ground, space for children to use and also rinse/store cups).

Agree on the space and involve the children in setting it up.

Check problem/danger areas, for example:
How will spills be avoided and cleaned up?
How far will the water have to be carried during collection?

Help the children to make a set of rules about how their drinking water will be stored and used.

How/where will non-drinking water be stored for hand washing and cleaning? Make sure children know **NOT** to drink this water.

Materials:

Table or similar stand for water container, drinking-water container with a tap and cups

Bad:



Good:



Flashcard reference

56 & 51
59 & 57

Theme Four: Hygiene for Boys and Girls

Activity: Clean teeth, big smile!

Objective: To teach children how to clean teeth daily

Structure: Whole group/small groups

Time: Up to 2 hours

Notes:

- Only do this activity if there are enough toothbrushes for one per child and a supply of toothpaste.
- Daily teeth cleaning and hand washing with soap can happen using the same facilities, perhaps after the daily assembly or after school feeding.
- Make sure there is somewhere clean to keep toothbrushes so that each child can safely store and identify her or his own without reaching too high or climbing. This area could be given a name, for example, the 'health corner.'

Activity description:

Ask each child to make his or her face look happy. Most will smile at you! Say, "What beautiful smiles you all have. I really like to see you all smiling at school."

Next, talk about teeth and how we use them (to eat, to smile). Then say that a happy smile is one with clean, shiny teeth without bits of food stuck between them!

Ask each child to draw her or his own face, and smile and write their name underneath it. Display these pictures.

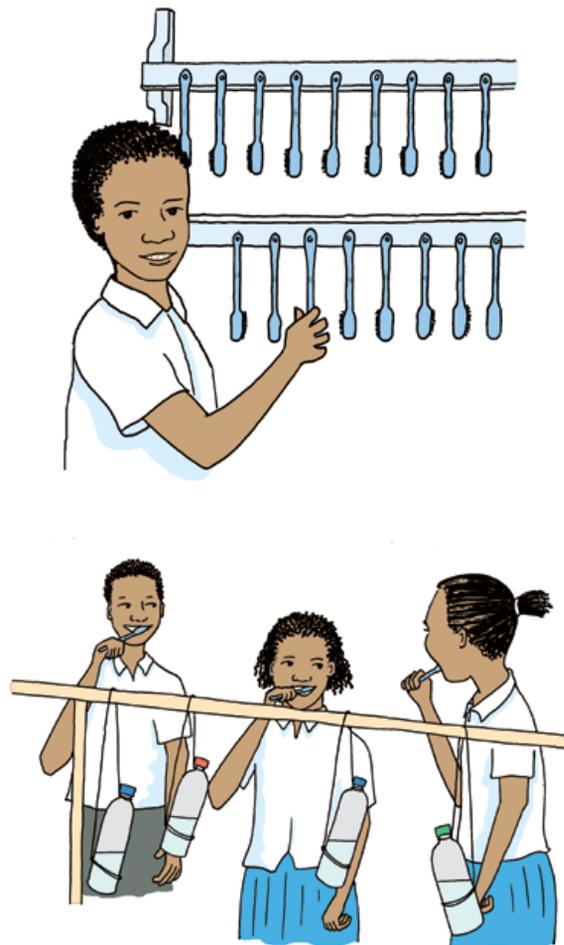
Next, demonstrate how to clean teeth. Let the children know that this is something you should do every day.

Allocate toothbrushes to each child. Show the children where these will be kept and explain when they will be used. Let everyone clean their teeth!

Agree who is going to monitor the teeth-cleaning area, and make sure all the toothbrushes are kept clean and tidy.

Materials:

Large sheet(s) of paper; paint or other available drawing/colouring materials



Flashcard reference

60, 61

Theme Four: Hygiene for Boys and Girls

Activity: Talking facts, sharing experiences (for older girls)

Objective: To help older girls understand that it is OK to talk about menstruation and to be at school during their period

Structure: Small groups, **older girls only**, with a female teacher

Time: Up to 2 hours

Notes:

- Menstruation can also be called your period.
- This may be the first time girls have spoken with a teacher about menstruation. They are likely to be shy and embarrassed.
- Keep groups small, three to four girls, and work away from the eyes and ears of other children.
- Adapt the flashcard statements to reflect local beliefs.

Activity description:

Write the suggested beliefs (or your own) on small pieces of paper (flashcards).

Introduce the subject, if possible using your own experience of having periods.

Give the randomly ordered flashcards you created to the girls. Ask them to consider each one and reach an agreement about whether the statement is true or false. It is OK if they do not know the answer; it can be discussed later.

Put each card in a pile (true, false or don't know), making three piles. Make sure the girls have enough time to discuss each card.

Ask the girls to explain their decisions. Sensitively challenge any wrong ideas – try to stay with the facts.

The girls can move a card to the correct pile once they are convinced of your explanation.

Give the girls time to talk about their own experiences of managing periods at school and away from school.

Together, list and talk about the problems they experience.

Materials:

Paper or cardboard, and pencils or pens

Make your own flashcards showing 'true' and 'false' beliefs, for example:

True

- Older girls menstruate about every month
- Menstrual bleeding lasts 3–7 days
- Pregnant women do not have periods
- It is important to change pads or cloths
- It is OK to be at school while bleeding
- Wash hands with soap after going to the latrine, or touching pads/rags

False

- Menstruation is dirty and unhealthy
- Other people can see you are having your period
- Pain during a girl's period is not normal
- You can damage yourself if you run during a period
- Girls who are menstruating must not use the latrine
- You can only eat rice when you have menstrual bleeding

Theme Four: Hygiene for Boys and Girls

Activity: Managing menstruation at school for older girls

Objective: To agree on practical actions for make menstruation at school easier

Structure: Small groups, **older girls only**, with a female teacher

Time: Up to 2 hours

Notes:

- Keep the privacy and dignity of girls central to everything you agree to do.
- Encourage girls to take responsibility for helping each other during their periods.
- Do this activity after the activity 'talking facts, sharing experiences'.

Activity description:

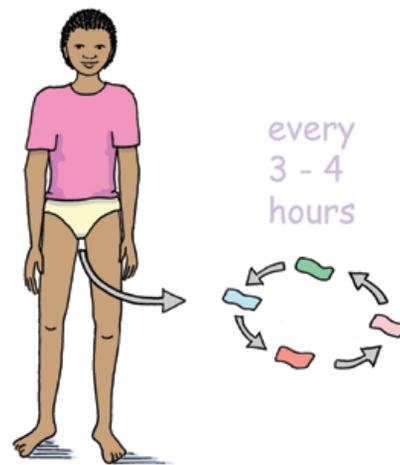
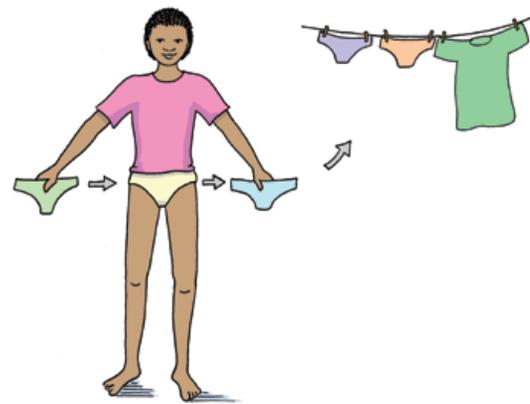
This activity is about making life easier during menstruation.

Use the pictures to share ideas about how this can be done. For example:

- By designating a shaded, quiet space for girls to sit or sleep while experiencing pain.
- A buddy system where girls pair up with a friend and commit to support each other during their period, looking out for signs of leaking on clothes, holding a latrine door shut to ensure privacy, etc.
- Provision of a special private washing area where girls can rinse out rags and pads, and a locally made drying rack kept on a rooftop or elsewhere out of sight yet in the sun.
- Reinforce the importance of hand washing with soap after using the latrine, handling soiled rags/pads and before eating. Also encourage the girls to shower and wash their bodies regularly, and to rest if they are feeling unwell or in pain.

On a regular basis, review how girls are getting on with managing menstruation at school.

Materials: Flashcard pictures



Flashcard reference

62, 63

Theme Five: Looking After Our School

Activity: WASH Monitoring Day

Objective: To introduce the WASH Monitoring Day and motivate children to take ownership of looking after their school

Structure: Small groups

Time: Up to 1 day

Notes:

- Always involve boys and girls in latrine up-keep and cleaning tasks.
- Rotate jobs so that children do not get bored.
- Introduce award ceremonies (at assembly time) to praise good work and invite everyone who uses the facilities.

Activity description:

Show the pictures of a happy school (clean and safe) and a sad school (dirty and unsafe).

Which school do we prefer to attend? What will help to make us feel proud of our school?

Using the flashcard pictures, look at all the different aspects of looking after our school (from a sanitation and hygiene point of view).

Walk around the school area so that children can see each job that needs to be done.

Agree what needs to be done and how often. Assign small groups of boys and girls to different jobs. Show each group how to do the job and provide equipment.

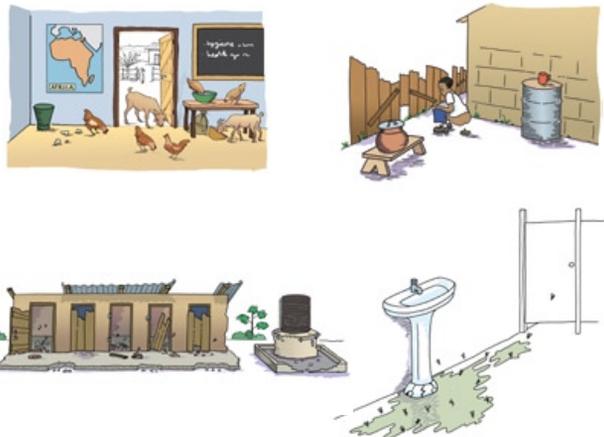
Involve the children in making monitoring chart(s). Display it on a wall where everyone in the school community can see it.

Agree the first rota and date for the monitoring day (weekly or monthly). Decide how often the different jobs will be rotated among the children. How will the wider school community be involved?

Use the additional activities in this theme to support and reinforce this activity.

Materials: Flashcard pictures

Sad school:



Happy school:



Flashcard reference

23, 24, 28, 37, 64, 66, 67, 68, 69, 109

Theme Five: Looking After Our School

Activity: The Water Around Us

Objective: To identify where water must be looked after at school and why

Structure: Whole class and small groups

Time: 2 hours

Notes:

- This activity supports the WASH monitoring day activity.

Activity description:

Conduct a walk around the school area, and identify and mark on a map all the places where water is found – for example, the main water point and soak-away, rainwater harvesting tank, drinking water, hand-washing water, water for food preparation, water for latrines, puddle areas and drainage channels.

Talk about each place, identifying what the problems might be.

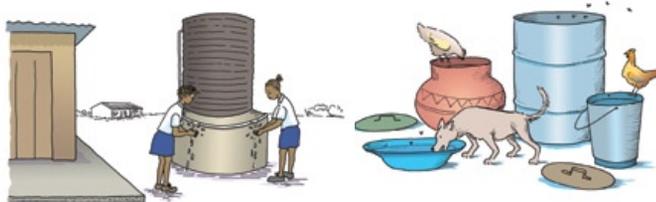
For example, the drainage channels become blocked due to garbage, creating stagnant water – which attracts mosquitoes. We all get bitten and some people may get malaria! Mark the big problem areas on the map with a symbol for 'high-risk' or 'danger'.

Agree on what can be done to reduce these high risks.

This will involve regular cleaning and upkeep tasks. Agree who will do what, when, and how it will be monitored.

Materials:

Paper and pencils (or use the ground or a wall to draw the map on)



Flashcard reference

24, 46, 49, 56, 57, 108

Theme Five: Looking After Our School

Activity: Spot the difference!

Objective: To introduce latrine maintenance and involve children in regular upkeep activities

Structure: Small groups

Time: 2 hours

Notes:

- This activity supports the WASH monitoring day activity.
- Include the hand-washing facility.
- Refer to the list of daily maintenance tasks for latrines on page 18.
- Always involve boys and girls in latrine upkeep and cleaning tasks.

Activity description:

Show both pictures in each set.

Ask the children to tell you what they see, looking for differences between the two scenes. Ask them to make a note of these – memorizing and counting them.

How many differences are there?

With both pictures in front of you, ask the children to show you the differences. Talk about what they say.

Point to any differences they may not have seen, for example, a lock missing on a latrine door in one picture and not in the other.

Turn your attention to the school latrines. What do they look like? Together, walk over to the latrines and spot things that collectively you would like to change.

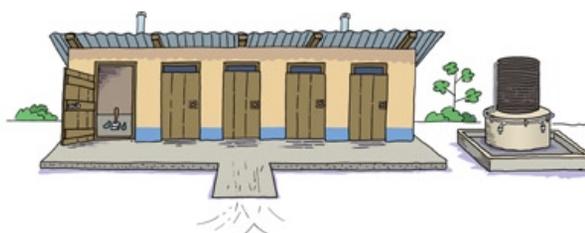
Introduce the idea of upkeep and regular cleaning. Back in the classroom, make a checklist of what this will involve.

Organize with the children who will do what, when and how this will be monitored.

Materials:

Spot the difference. The pictures here show examples using various flashcard sets.

Picture A:



Picture B:



Flashcard reference

This activity uses flashcard pictures in pairs: 70 & 71, 86 & 87, 88 & 89, 90 & 91, 94 & 95, 96 & 97, 100 & 101, 102 & 103, 104 & 105

Theme Six: WASH Beyond School

Activity: Global Handwashing Day

Objective: To share the following messages with the community:

1. Washing hands with water is not enough – use soap!
2. Hand washing with soap can prevent diseases, even in overcrowded living conditions.
3. Always wash hands with soap after using the latrine, cleaning a child's bottom, and before touching food or eating.
4. Hand washing with soap needs only a small amount of water.

Structure: Whole school

Time: Depends on activities, but start early in the day if possible

Notes:

- Global Handwashing Day takes place on 15 October each year. On this day, schoolchildren becoming 'hand-washing ambassadors', sharing proper practices for washing their hands with their community
- Global Handwashing Day can include local, regional or national events.

Activity description:

There is no right or wrong way to celebrate Global Handwashing Day so long as it is **lots of fun** and informative.

Children will have many ideas about what to do. Use the pictures to stimulate ideas.

If a community radio station exists, ask them to report your event.

Resources for Global Handwashing Day including a Planner's Guide and logos are available on the internet at www.globalhandwashingday.org and through organizations that support WASH, including UNICEF.

Schools that do not have access to these resources could ask children to design them.

Materials:



Flashcard reference

72, 73, 74, 76, 98, 106, 107

Theme Six: WASH Beyond School

Activity: Community Mapping

Objective: To help community members to see that open defecation is disgusting and must be stopped

Structure: Small Groups

Time: At least half a day

Notes:

- Always do this activity in school first so that children understand what to do (see Theme Two: Safe Excreta Disposal, activity 'Open defecation does not happen here!')
- Let the children take the lead so that they can show 'disgust' and encourage adults to show the same.

Activity description:

Encourage children to share what they have learned in school with their families and the community.

Use the flashcard pictures to help you encourage them.

With the children leading, walk through the community around their neighbourhood, particularly those areas that are dirty.

Every time you see a health danger (e.g., open defecation, garbage, unclean latrines, flies, waste water) make a **big noise** about it. (What is this? Why isn't it in a latrine? Who is walking in this?)

Discuss with the community how horrid the environment is. Ask them if this is how they want their area to be. Focus on being disgusted and surprised.

Draw a big map of the community showing where the problems areas are. Include houses or housing areas, if the community is big. Add water points, latrines and areas of open defecation.

How can these issues be put right? What would be a good plan to make improvements?

Work with the community to make a list of actions they agree to take, e.g., eliminating open defecation, making a latrine cleaning rota, collecting garbage, setting up a safe place for drinking water in households.

Materials:

Flashcard pictures



Flashcard reference

32, 75, 76, 77, 78, 79, 80, 81, 82

Using and adapting the flashcards

Annexes 1 and 2 offer details for 26 different WASH activities and games. The flashcard pictures can be used to strengthen the messages on WASH in Schools themes: (1) Hand washing with soap; (2) Safe excreta disposal; (3) Safe drinking water; (4) Personal hygiene for boys and girls; (5) Looking after our school; and (6) WASH beyond school.

Ideally, the flashcards would be adopted as part of emergency preparedness activities and integrated into regular WASH in Schools programming. In an emergency situation, the flashcards can be adapted to make sure they are relevant to the particular location and children's needs.

When adapting these flashcards, it is important to pretest your pictures before they are finalized.* The pretest can be done with individual children or small groups, in a place with few distractions if possible. Children may speak more openly with adults or other children of the same gender. If the message is meant for only boys or only girls, it could be most effective to have male or female discussion leaders as appropriate.

Before you pretest, prepare open-ended questions to ask the children, for example: What do you see in this picture? What do you learn from this picture? What do you like about this picture? What don't you like about this picture? This list will guide your discussion about the pictures.

Once you gather a group of children to test the new pictures, introduce yourself and explain what you are doing and why you are doing it. Make sure that each child can see the picture clearly. You can start by pointing to different parts of the picture and ask "What do you think this is?" and then move on to the other questions.

Listen carefully to what children say and try to get them to tell you as much as they can about how they respond to your picture. Be sensitive and tactful at all times: Let the children talk. Do not interrupt. Do not make them feel stupid if they do not understand the picture.

Writing down responses is very important. If possible, include two people to conduct the pretest, one to ask questions and one to take notes. An older child who understands the pictures and the WASH messages they represent may be an ideal candidate for asking the questions, while an adult takes notes on the participants' answers.

Try to establish if most children find your picture clear, relevant, interesting or attractive. Make a note of the main difficulties children had in trying to understand the picture. On the basis of these responses, you may need to change your picture so that it is easier to understand. Remember that each child may perceive the picture in a slightly different way. It is not usually possible to make an image that is fully understood by every child who sees it.

The discussion leader or note-taker should not encourage children to give any particular answer but should simply write down what is said. Some comments may be made seriously, while others will be motivated by obligation. Use your judgement to determine how seriously to take the different comments.

Even a little pretesting is better than none at all. It is your way of asking children to advise you how to make a picture that they understand. After the pretesting session, explain the intended message of the picture to the children and answer any questions they may have about the WASH in Schools topic shown in the picture.

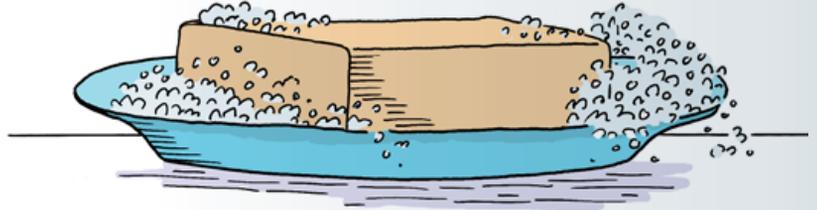
* The suggestions in this section are based on: Linney, Bob, *Pictures, People and Power: People-centred visual aids for development*, Macmillan Education, Oxford, UK, July 1995; and Röhr-Rouendaal, Petra, *Where There Is No Artist: Development drawings and how to use them*, Practical Action Publishing, Schumacher Centre for Technology and Development, Bourton on Dunsmore, UK, September 2007.

Annex 3: Flashcard index

1



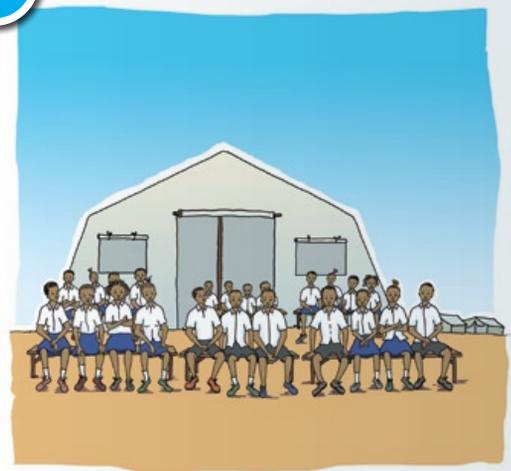
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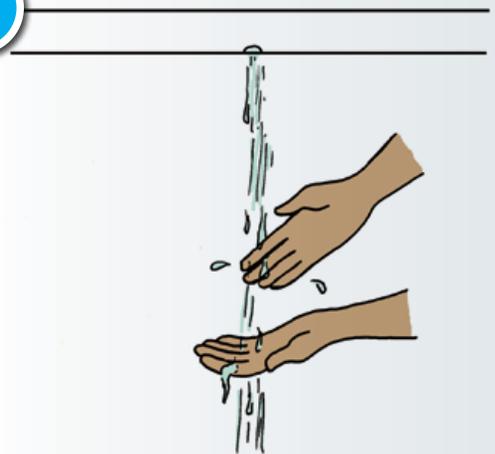
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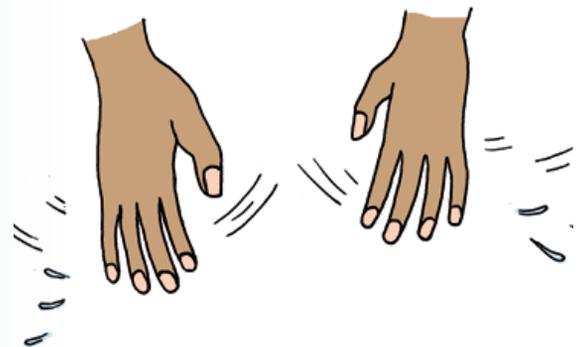
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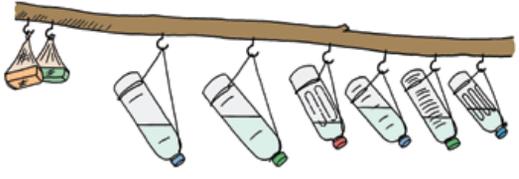
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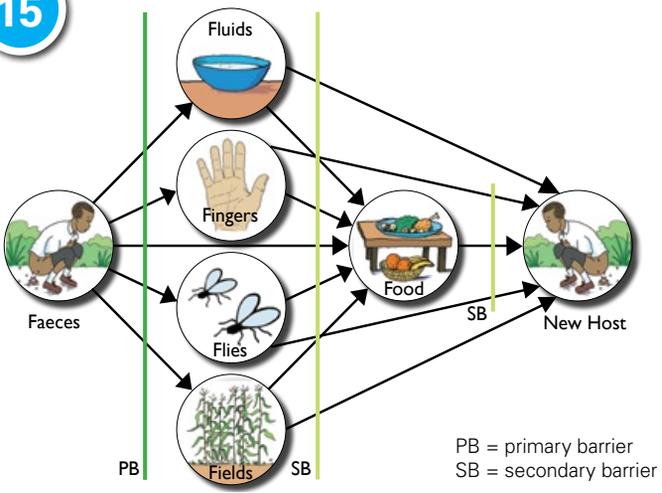
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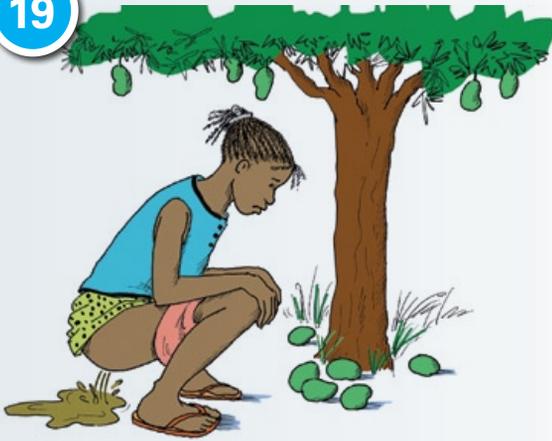
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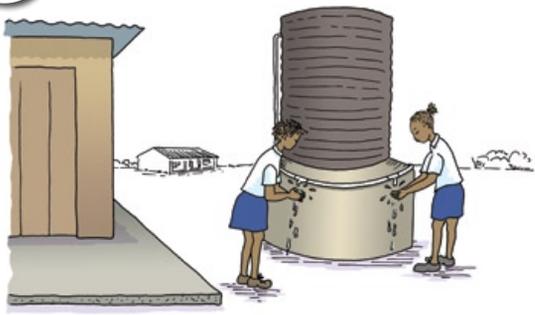
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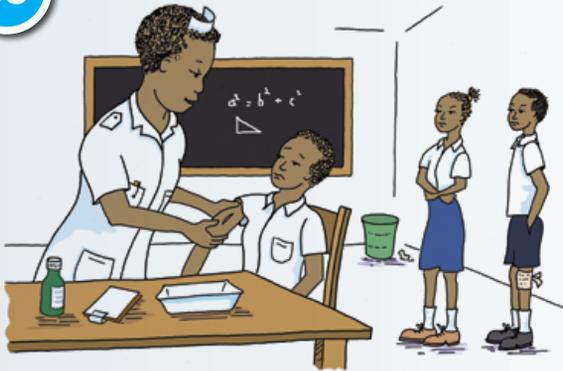
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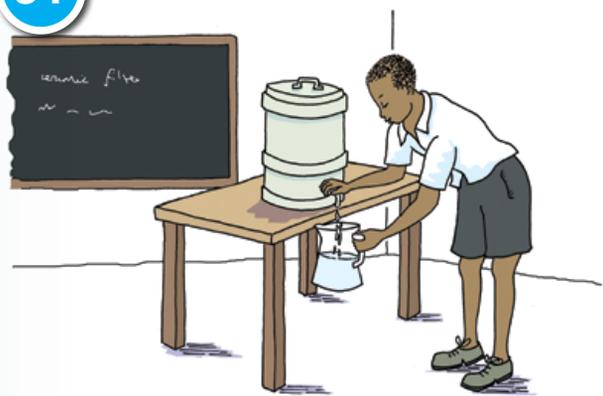
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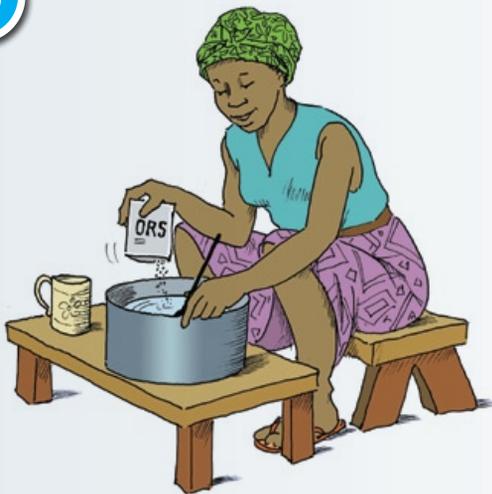
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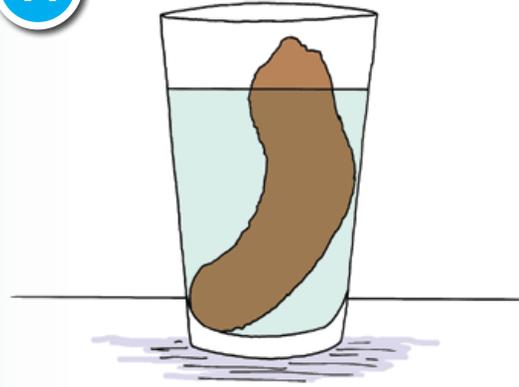
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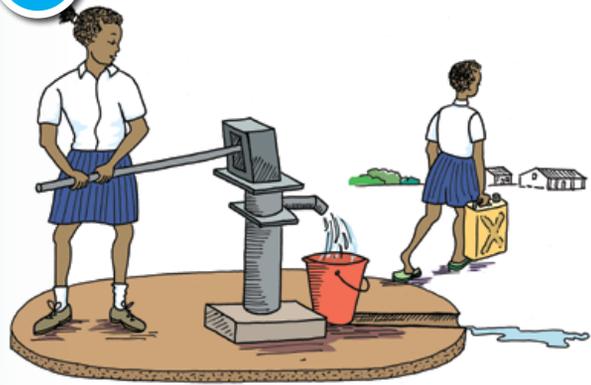
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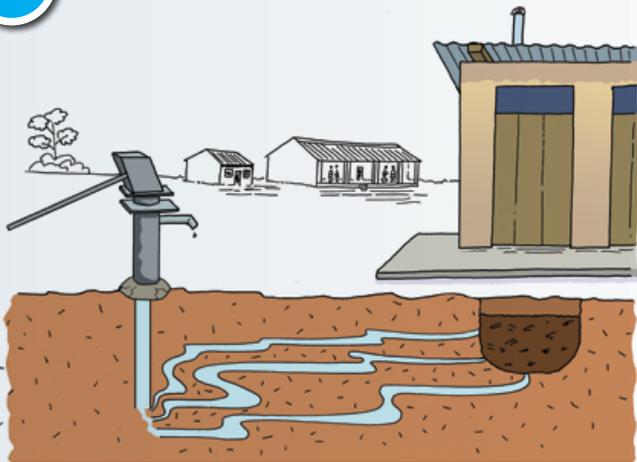
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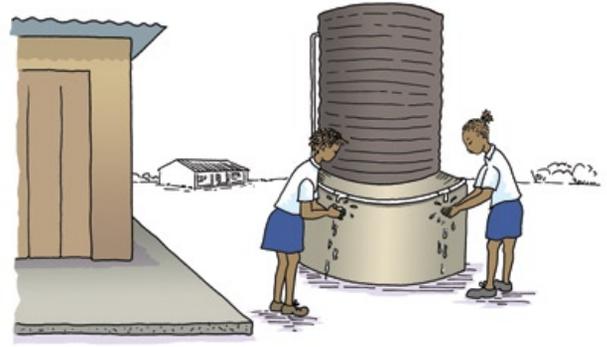
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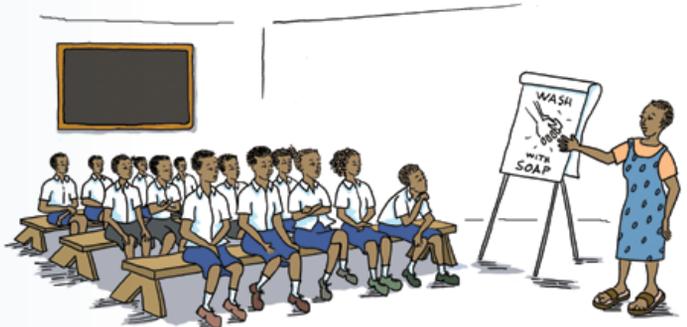
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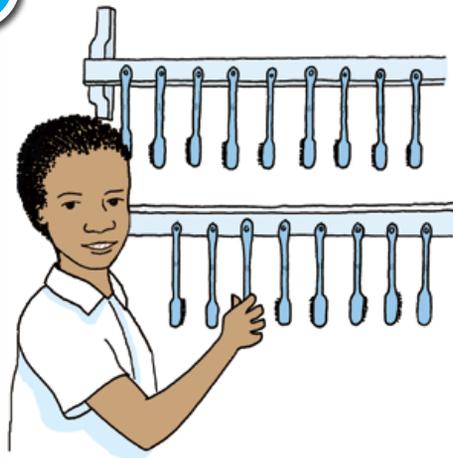
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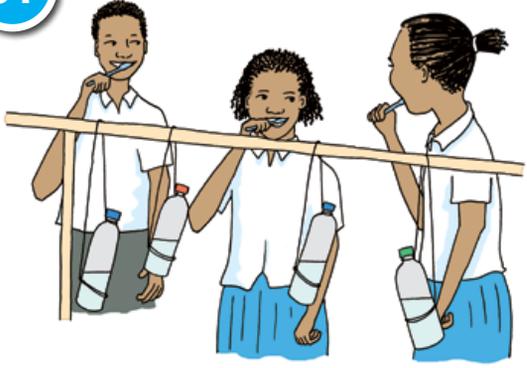
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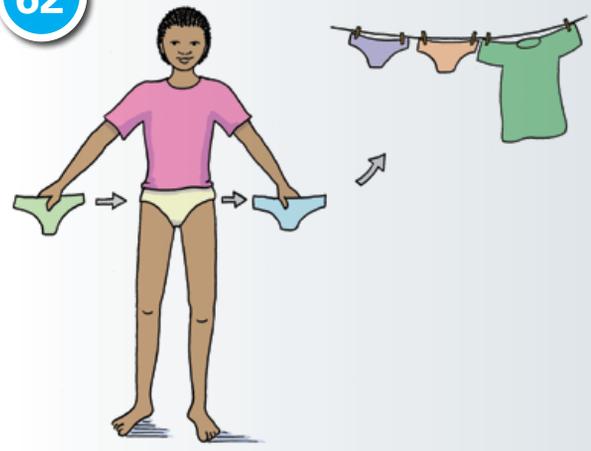
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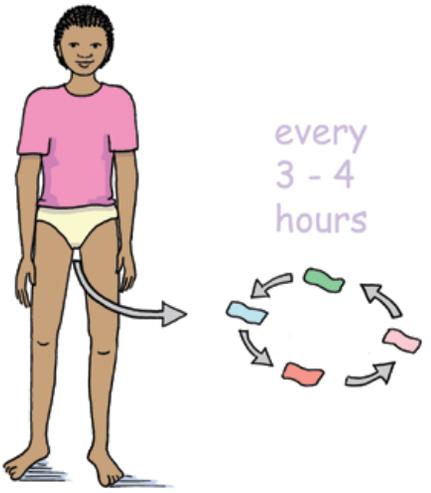
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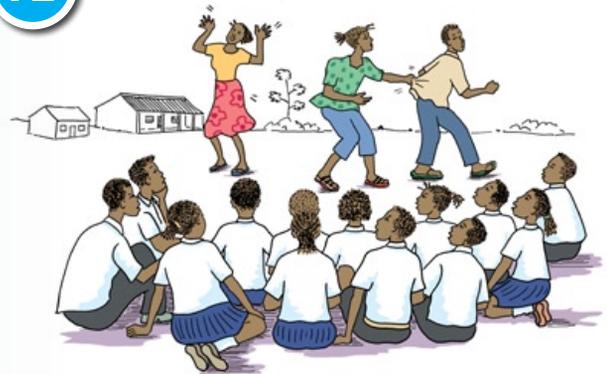
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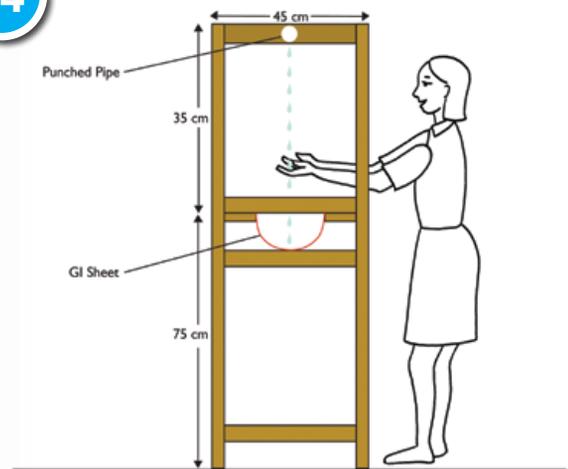
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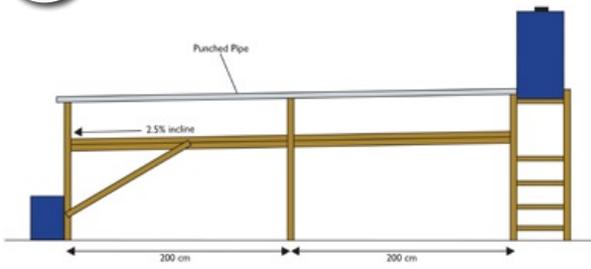
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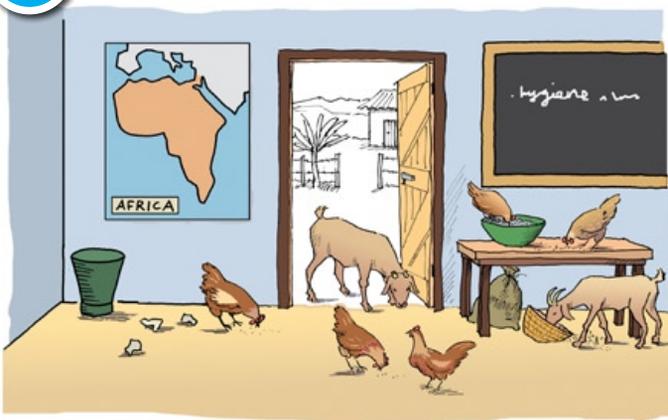
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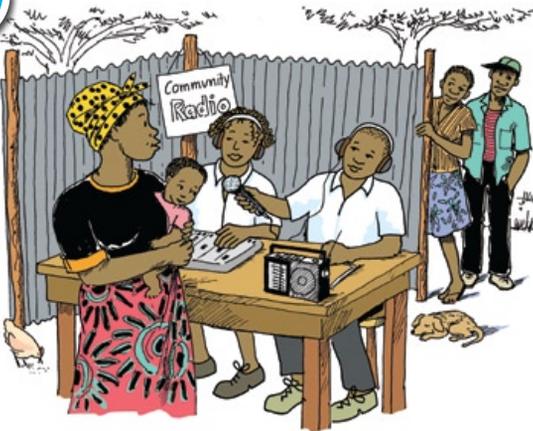
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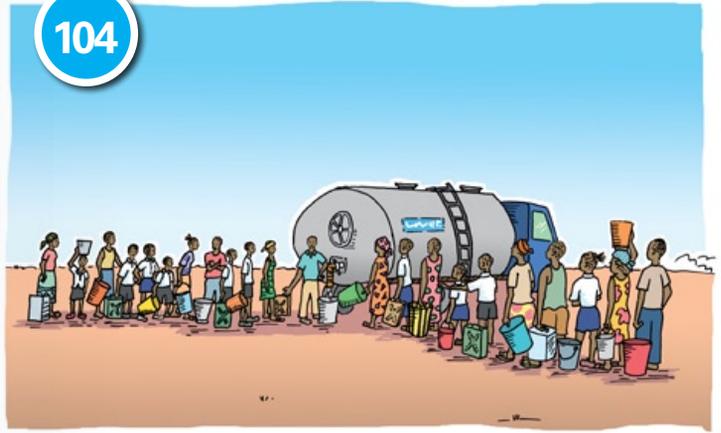
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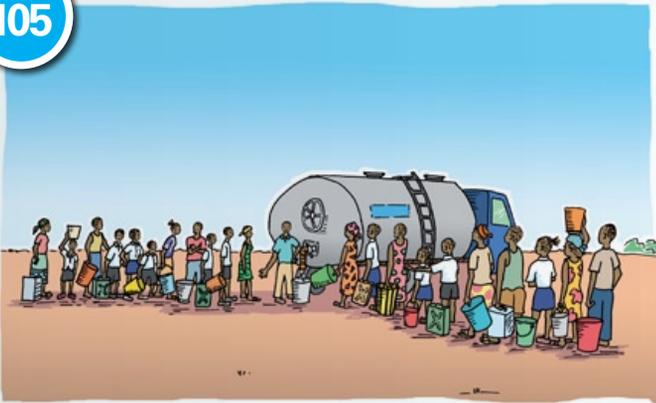
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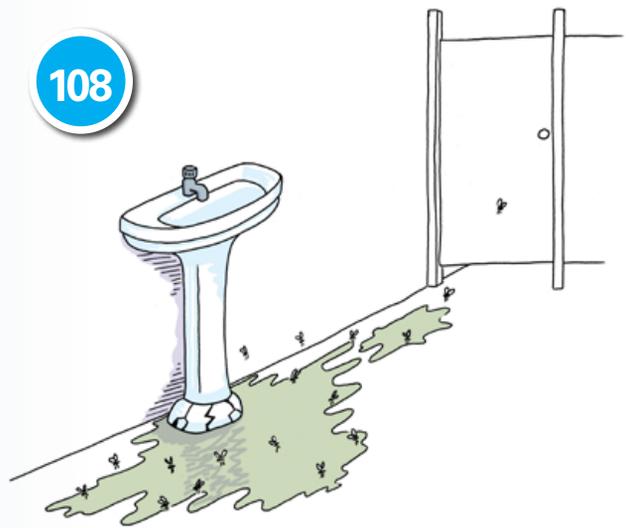
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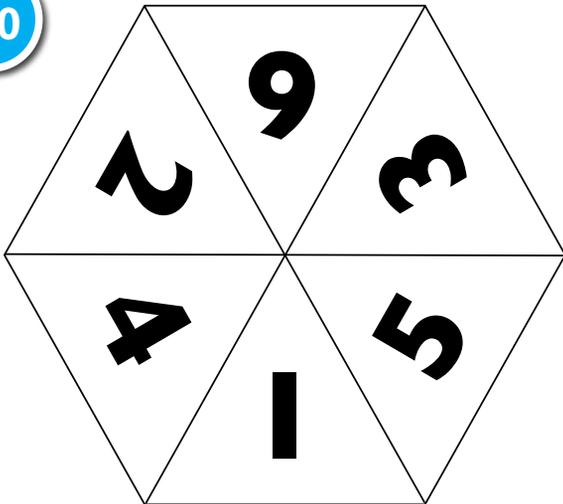
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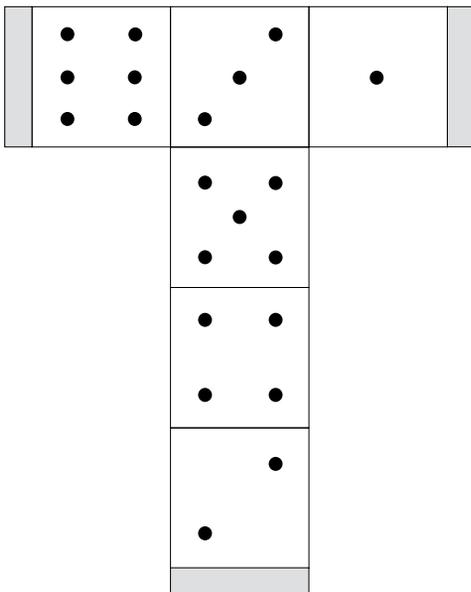
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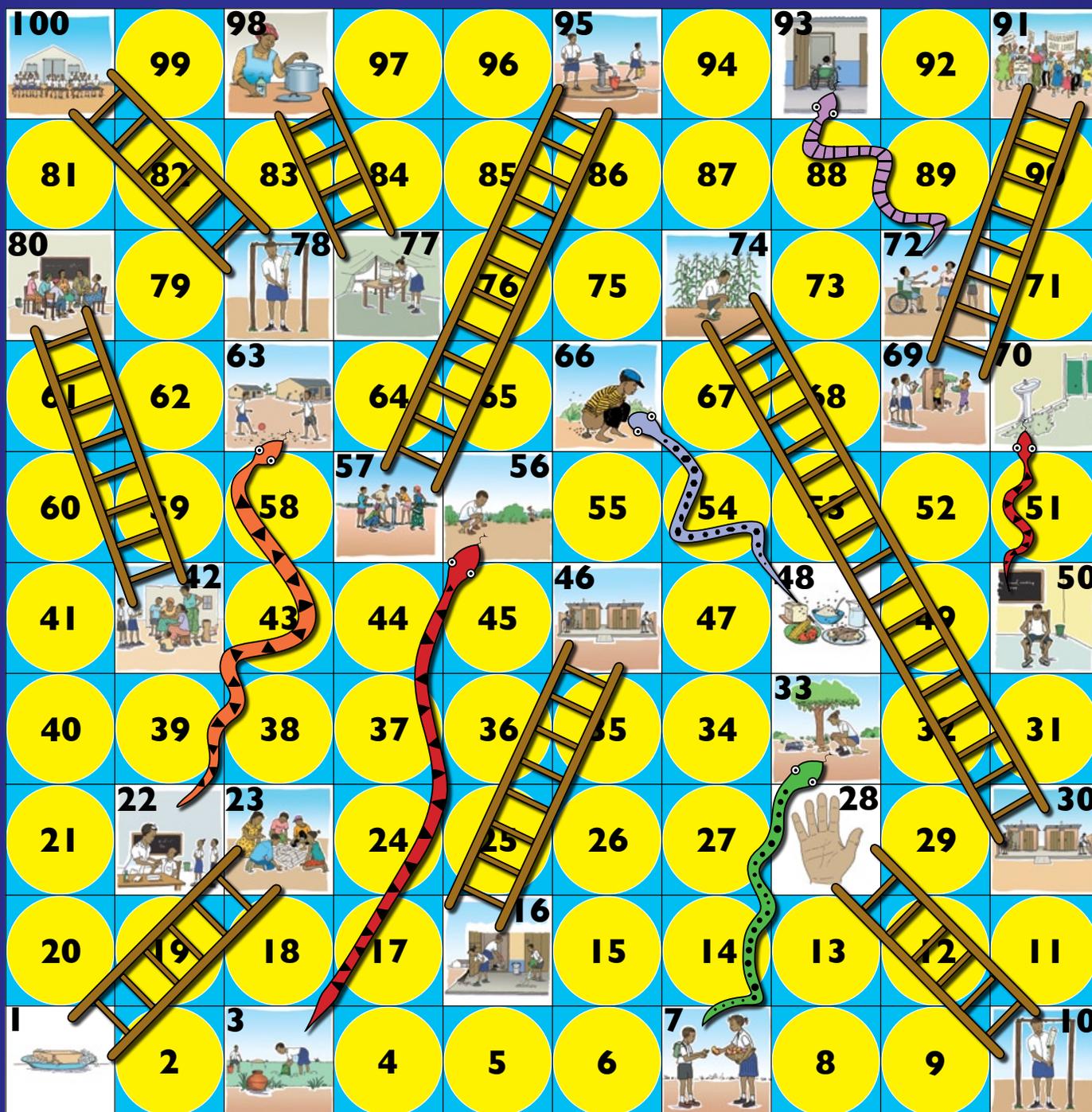
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WASH in Schools Game – Snakes and Ladders



Join us in sharing your WASH in Schools emergency preparedness and response experiences.

Please contact Murat Sahin,
 UNICEF adviser for WASH in Schools
 at msahin@unicef.org, and for more information visit
 at www.unicef.org/wash/schools

