WASH QUARTET GAME // TRAINING MANUAL

german cooperation
DEUTSCHE ZUSAMMENARBEIT

Implemented by:

giz Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

GFA CONSULTING GROUP

META META

Games with a Heart

THE WASH QUARTET GAME
AND TRAINING MANUAL WERE DEVELOPED BY
METAMETA AND GAMES WITH A HEART.

GENERAL INTRODUCTION TO THE TRAINING MANUAL

The training manual was developed for trainers who will introduce the WASH Quartet game, an educational card game focused on the learning of key water, sanitation and hygiene (WASH) practices and behaviours to community leaders from refugee settlements in Northern Uganda. Trainers will disseminate the game to their local communities for them to incorporate and reinforce key WASH practices while having fun playing the game.

Participants in the WASH Quartet Game training obtain a set of training modules as a document complemented with additional resource materials. The self-learning modules comprise key information about the WASH topics presented in the game, specific field assignments with 'learning-by-doing' exercises and a question-and-answer session where participants can check their own knowledge on the topics. These will allow participants to then replicate the training in their respective communities.

The manual presents the WASH Quartet game, its purpose, and rules, and allows participants to play it and provide feedback. This is followed by the seven WASH components available in the game that include:

› SAFE DRINKING WATER
› ALWAYS CLEAN HANDS
› CLEAN HANDS WHEN CAREGIVING
› SAFE SANITATION
› SAFE FOOD
› UNHAPPY FLIES
› DISEASE PREVENTION

which are presented and discussed.


Safe
Food
Wash hands before cooking
Wash vegetables
Cook the food

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MODULE 1
THE WASH QUARTET TRAINING

FIRST TRAINING SESSIONS

The first training sessions, recommended to be facilitated during the morning time, are planned as follows:

PLAYING THE GAME (HOW TO PLAY?) – FIRST SETTING:

LENGTH OF THE ACTIVITY: **1 – 2 hours**
DESCRIPTION OF THE ACTIVITY: **Getting familiar**
A copy of the game is shared with each participant (trainer) for them to get to know each of the game's components. The trainer makes a demonstration of playing the game.

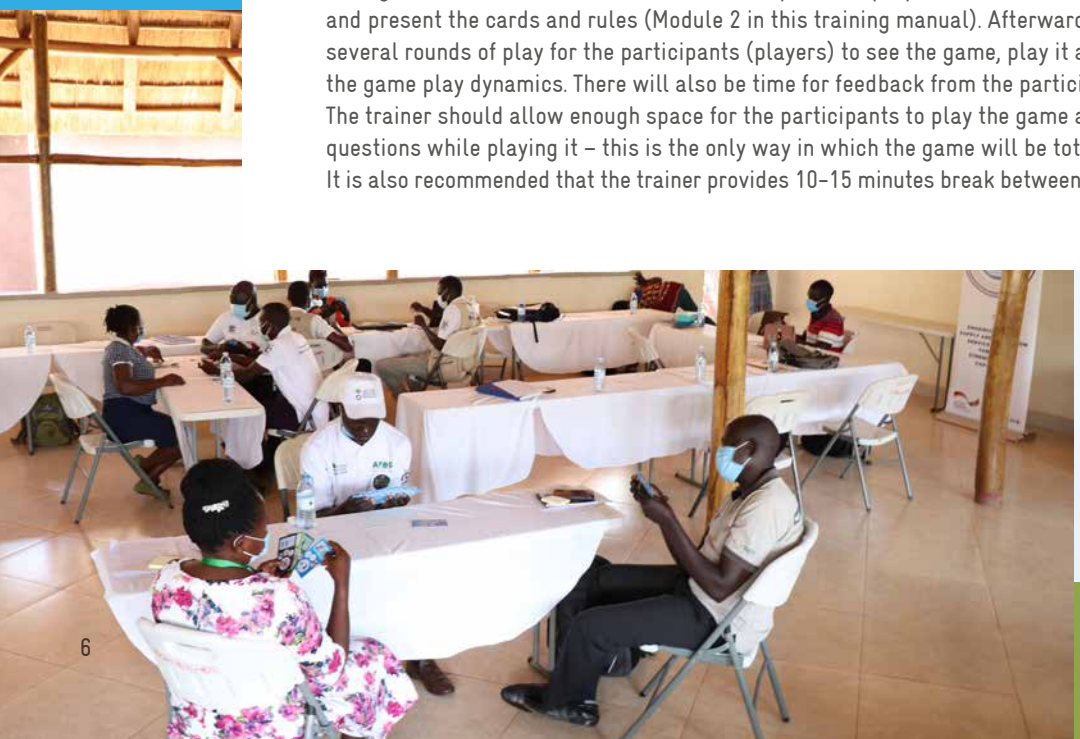
PLAYING THE GAME (HOW TO PLAY?) – SECOND SETTING:

LENGTH OF THE ACTIVITY: **1 – 2 hours**
DESCRIPTION OF THE ACTIVITY: **Doing by playing**
The participants are divided in small groups of three/four and play the game on their own. It will be suggested that participants take notes for feedback and recommendations. The trainer will be moving around the room answering the questions that arise.

PLAYING THE GAME (HOW TO PLAY?) – THIRD SETTING:

LENGTH OF THE ACTIVITY: **30 minutes – 1 hour**
DESCRIPTION OF THE ACTIVITY: **Giving feedback to play better**
The group provides feedback on the rules and game play.

During the first sessions, the trainer should explain the purpose of the WASH Quartet game and present the cards and rules (Module 2 in this training manual). Afterwards, there will be several rounds of play for the participants (players) to see the game, play it and understand the game play dynamics. There will also be time for feedback from the participants.
The trainer should allow enough space for the participants to play the game and make questions while playing it – this is the only way in which the game will be totally understood.
It is also recommended that the trainer provides 10–15 minutes break between training sessions.



FIRST TRAINING SESSIONS IN THE MORNING

FOLLOWING TRAINING SESSIONS

The following training sessions, recommended to be facilitated during the afternoon, involve the activities below:

WASH QUARTET TRAINING MANUAL – FIRST SETTING:

LENGTH OF THE ACTIVITY: **1 – 2 hours**
DESCRIPTION OF THE ACTIVITY: **WASH terms & concepts**

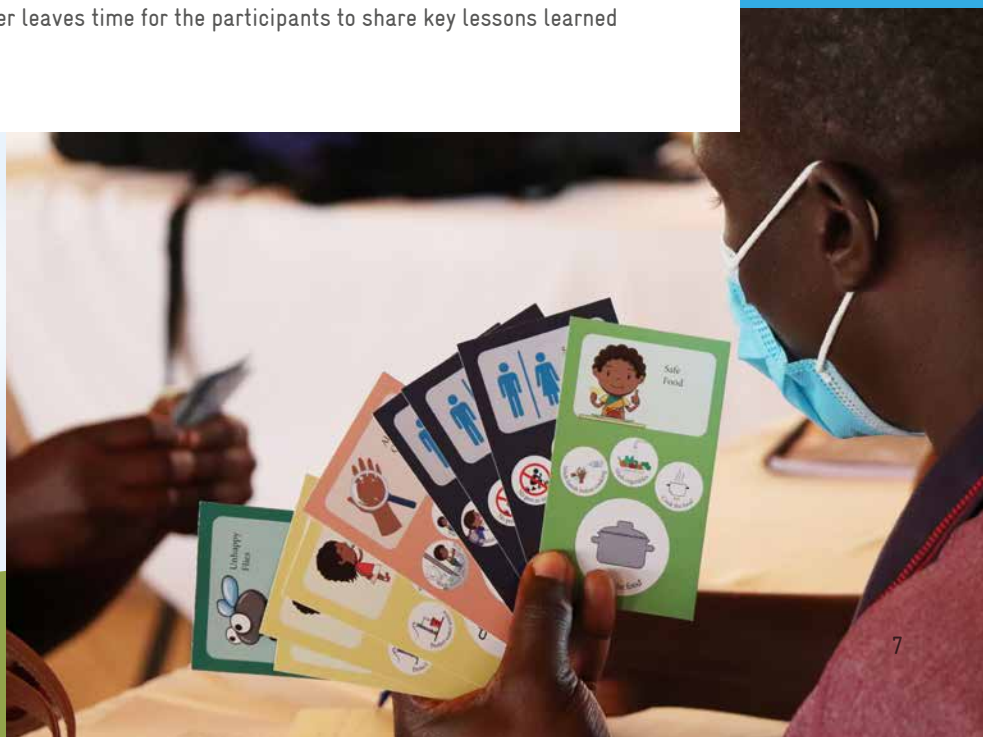
WASH QUARTET TRAINING MANUAL – SECOND SETTING:

LENGTH OF THE ACTIVITY: **1 – 2 hours**
DESCRIPTION OF THE ACTIVITY: **WASH terms & concepts (continued) + questions from the participants**

KEY LESSONS LEARNED FROM THE TRAINING:

LENGTH OF THE ACTIVITY: **30 minutes – 1 hour**
DESCRIPTION OF THE ACTIVITY: **Key lessons learned from the training**

After the game and its game play dynamics have been understood by the participants, the trainer should present and explain the different WASH practices and behaviours that appear on each of the cards. The trainer should refer to Modules 3–9 which, presented by each game category, provide not only detailed information about the different practices but also self-evaluation statements and assignments for the participants to be fully involved with the WASH concepts and activities that appear in the game. At the end of the training, it is recommended that the trainer leaves time for the participants to share key lessons learned from the training sessions.



MODULE 2
THE WASH QUARTET GAME

INTRODUCTION TO THE WASH QUARTET GAME

It is on the repeated play of the game that it supports children and adults to reinforce new and/or already acquired practices and behaviours (one of the key challenges of the WASH sector nowadays) while creating new spaces for earning and sharing experiences among players.

The trainer should start the training by highlighting that water, sanitation and hygiene (WASH) are detrimental allies towards achieving communities' health, nutrition and well-being as proper and timely WASH practices and behaviours can interrupt the faecal-oral route and stop the transmission of germs, bacteria and serious diseases.

The trainer should explain to the participants (players) that the WASH Quartet is an educational card game for children over 7 of age as well as adults. The aim of the game is to raise awareness around safe hygiene practices not only related to water supply, sanitation, and handwashing, but also health, nutrition, and disease prevention.

The game was developed in 2018 under the Source to Tap and Back (S2T&B) project to support addressing the limited access to educational materials on basic hygiene awareness.

- 7 WASH CATEGORIES
- 28 CARDS
- 3 TO 4 PLAYERS
- CHILDREN 7+ AND ADULTS

OVERVIEW OF THE GAME

The trainer should emphasise that the WASH Quartet is a card game that promotes safe hygiene practices. The game consists of winning all the quartets (sets of four cards) of each category: Safe Drinking Water, Always Clean Hands, Clean Hands when Caregiving, Safe Sanitation, Safe Food, Unhappy Flies, Disease Prevention.

The game can be played by 3 to 4 players.

The trainer shows the group how a WASH Quartet card looks like by showing one of the cards or drawing in a big piece of paper one of the cards and its categories as found in the image above. The trainer should mention that each of the cards has three different sections:

- **At the top of the card** appears the name of the category, in this case, 'Safe Sanitation'.
- **In the middle of the card** appear three of the four practices involved to achieve safe sanitation (these are 'Tell friends: wash hands', 'Use toilets properly' and 'Clean toilets').
- **At the bottom of the card** appears the fourth practice and the card's activity, in this case, 'No poo in open places'.

It is important to note that the three first practices that appear in the middle of the card have only the objective of reminding the player of the activities he/she will have to collect to have a quartet or a set of four cards. The activity that represents the card is always the fourth practice that appears at the very bottom of the card, in this case 'No poo in open places'.

The trainer will now explain the rules of the WASH Quartet highlighting that it is possible to play the game in five simple steps:

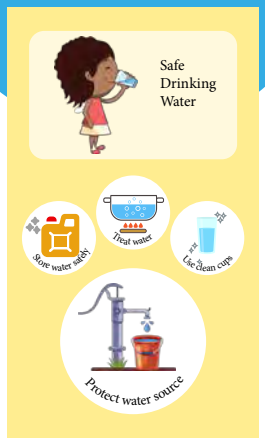
RULES OF THE WASH QUARTET

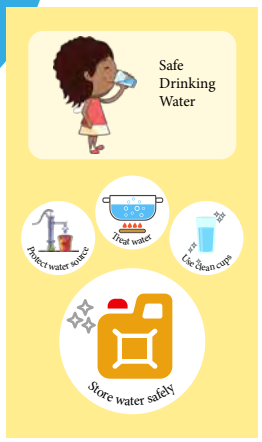
1	**The 28 cards are shuffled and dealt evenly between all the players, and they get held face up in the players' hands (like with the matatu game).**
2	**The player to the dealer's left starts by asking another player if he/she had a certain card which the player who asked does not have and would help him/her create a quartet.**
3	**If the player does have the card, then he/she hands it over which means the player who asked goes on to ask another player. If the player being asked does not have the card, then it becomes his/her turn to ask.**
4	**When a quartet is created, or a complete quartet was dealt, then the cards creating the quartet are placed in front of the player. It is recommended that the player shouts 'Quartet!' every time he/she creates one, but this depends only on the players' likes.**
5	**The game ends when all the quartets have been created.**

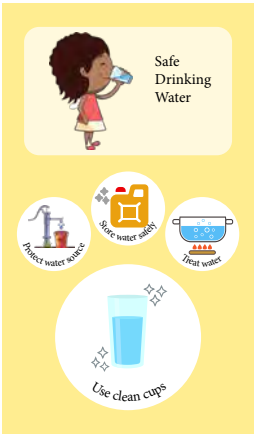
The trainer will explain that the winner is the person with the most quartets. Or, if the game wants to be played on its 'quick approach', the winner is the person who collects a specific quartet. This 'quick game play' is relevant not only when being short of time to play the full game but when the trainer wants to focus the trainees' attention on a specific set of practices.

OVERVIEW OF ALL CARDS

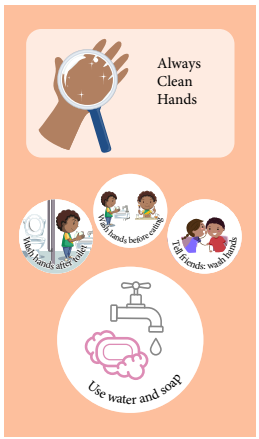
Safe Drinking Water



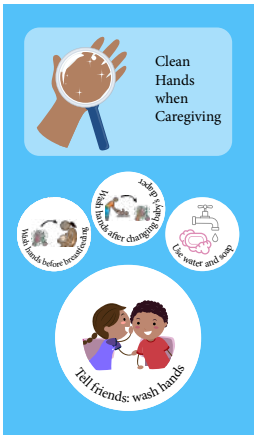




Always Clean Hands



Clean Hands when Caregiving



Safe Sanitation

Safe Food

Unhappy Flies

Disease Prevention

MODULE 3
SAFE DRINKING WATER

SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them in a big piece of paper and will let each of the participants choose their answers – this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement.

1. There is no need to use covered containers (with lids) to store water when the water comes from a protected water source as it is already safe for drinking purposes.

TRUE FALSE

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2. There is no need to treat water that comes from open water bodies (such as rivers, ponds, lakes) as this water is always fresh and safe for human consumption.

TRUE FALSE

---

3. I should always use clean cups to pour water for drinking to avoid it from being contaminated with germs and bacteria.

TRUE FALSE

---

4. When possible, I should protect the water source (borehole, shallow well, spring, among others) from which I collect water to stop water from being contaminated by humans and animals.

TRUE FALSE

The right answers and their explanation are at the end of this module (page 19).

OVERVIEW OF HOW TO KEEP DRINKING WATER CLEAN

**In this section the trainer provides the information below to the group.
The trainer tries not to read the text but explain it in his/her own words.**

While groundwater is generally of much higher microbiological quality than surface water, an increasing number of sources and systems used by people for drinking and cooking are not adequately protected from faecal contamination. Even fully protected sources and well-managed systems do not guarantee that safe water is delivered to households. Even water collected from safe sources is likely to become faecally contaminated during transportation and storage.

Safe sources are important, but it is only with improved hygiene, better water storage and handling, improved sanitation and in some cases, household water treatment, that the quality of water consumed by people can be assured. Safe drinking water has great impact on diarrhoea incidence, especially when safe water practices are applied at the household level (or point-of-use) and combined with improved water handling and storage.

FOUR KEY PRACTICES

The trainer now explains to the group the four key practices to keep their drinking water safe for daily consumption.

PROTECT THE WATER SOURCE

Removing contaminants from water supplies to make them safe for domestic use is usually a much more expensive and complex process than preventing contamination in the first place. When possible, protect the water sources so that the water that is being collected for drinking is kept safe from human activities and animals. Groundwater sources are protected by sealing the sources against ingress of contaminated surface water, and by ensuring that the immediate surroundings are kept clean.

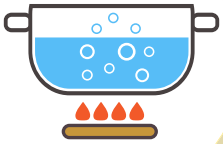
No natural water is absolutely pure – the chemical and physical characteristics of water are constantly changing through interaction with the environment. These changes can be positive: water is purified as its percolates down to aquifers and some adsorbed minerals can improve the taste and perceived value of water. Sometimes the changes can result in water that remains safe but is unacceptable to consumers for aesthetic reasons (taste, smell, or colour). And in some cases, water can become unsafe for human consumption through contamination by naturally occurring chemicals (such as arsenic) or through pollution from human/animal activities (such as faeces).

DID THE GROUP KNOW? INFORM THEM!

STORE WATER SAFELY

Always store water in covered containers to stop germs and bacteria from contaminating the drinking water. To safely store water at your premises, containers should have narrow openings that can be sealed, should be made of an easily cleaned material and should have narrow spouts or taps to minimize contamination of water through hands, ladles, or other vectors.

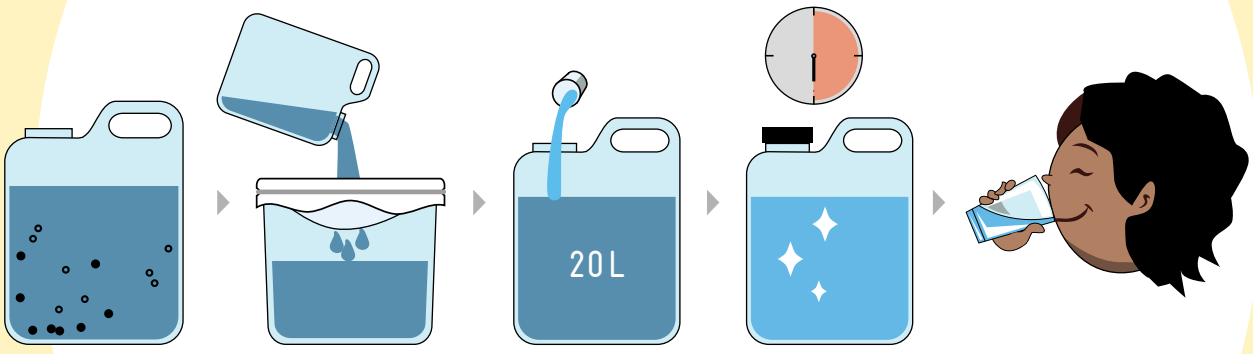
TREAT WATER



If you are collecting water for open water bodies, always treat the water to prevent yourself and your family from falling sick. A typical multiple barrier system for treating surface water might include:

CHLORINE TABS OR HTH
FILTRATION
BOILING
SOLAR DISINFECTION

CHLORINE TABS OR HTH – using chlorine, a widely used water disinfectant



Is your water clean or dirty looking?

If it's dirty looking filter through cloth.

Put 1 cap into 20 litres of water. Close container.

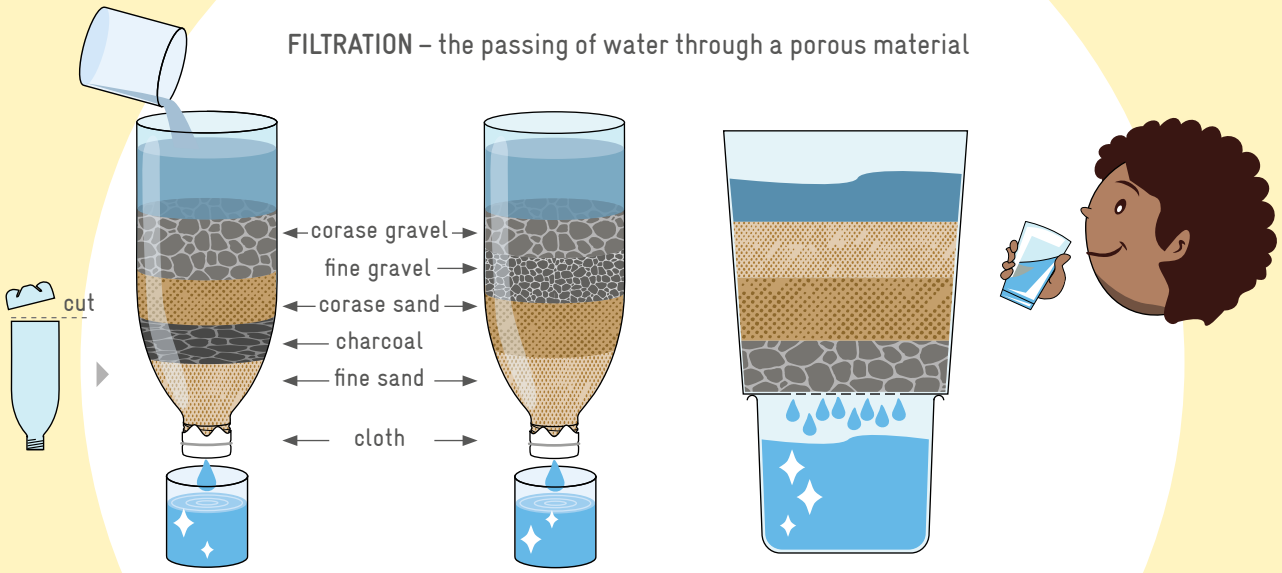
Wait 30 minutes.

Water is now ready. Drink water from clean cups.

Source: Siemens Stiftung

CHLORINE TABS OR HTH

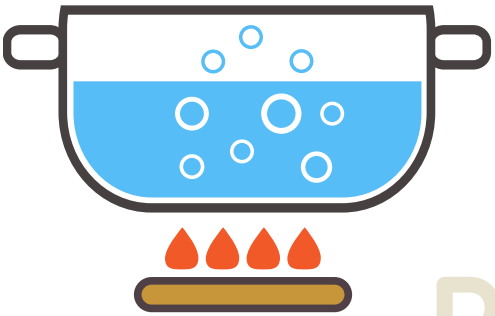
FILTRATION – the passing of water through a porous material

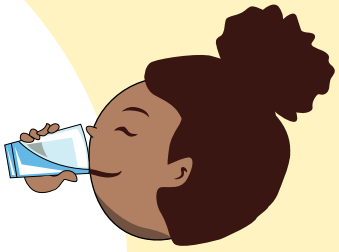


EXAMPLE 1 EXAMPLE 2 EXAMPLE 3

FILTRATION

BOILING – bringing the water to a full rolling boil

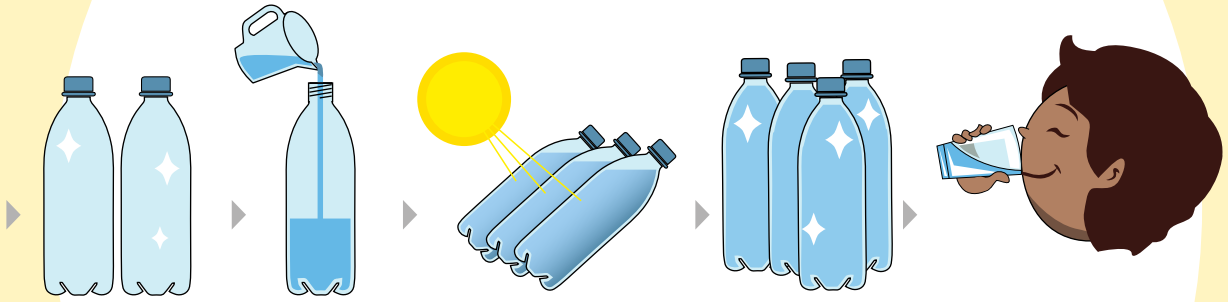




Allow the water to cool before drinking.

BOILING

SOLAR DISINFECTION – storing water in clear plastic bottles and exposing them to at least six hours of sunlight



Use clean PET bottles.

Fill bottles with clean water and close cap.

Expose bottles to direct sunlight for at least 6 hours (or for two days under very cloudy conditions).

Store water in the SODIS bottles.

Drink SODIS water directly from the bottles, or from clean cups.

Source: Siemens Stiftung

SOLAR DISINFECTION

Some of the sources and pathways for the faecal contamination of the water found in tubewells, dug wells and springs involve:

- Latrines close to the source or latrines uphill of the source
- Other potential sources of faecal contamination close to or uphill from the source (e.g., open defecation, septic tanks, corrals, intensive grazing, abandoned dug wells, garbage pits)
- Standing water at or near the source due to poor drainage
- Poorly constructed or maintained headworks (concrete apron and drain, headwall, pump seal) and below-ground sanitary sealing
- Irregular maintenance and cleaning of apron and source surrounding
- Bucket used to collect water allowed to touch the ground, buckets from homes dipped in well or in spring reservoir
- Animals with access to source (fencing missing or broken)
- Erosion around protected spring, dug well or tubewell

DID THE GROUP KNOW? INFORM THEM!

USE CLEAN CUPS

Always pour safe drinking water in clean cups to avoid ingesting germs and bacteria that may be allocated in dirty or used cups.

ASSIGNMENT

In this section the trainer will ask the group to do this assignment by themselves to then discuss together and reach to one collective answer:

1. Make a list of the type of water sources that are being used at or close to your premises.

2. Make a drawing and description of the water supply systems (tubewell, dugwell, spring, among others). The overview should include the different parts of the water systems and the purpose for which they are being used.

3. Select one of the water supply systems and indicate what you think about the water quality and how you come to this conclusion.

TRUE
FALSE

ANSWER TO SELF-EVALUATION QUESTIONS

1. FALSE: 100% false! Always use covered containers to store water so that you can protect it from germs and bacteria that can be present in your way back from collecting water or at your own premises.

2. FALSE: Always treat water that comes from open water bodies as this water might have been contaminated with human and/or animal faeces as this type of water sources do not have any protection such as fences that stop people and animals from visiting it.

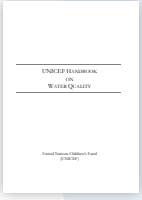
3. TRUE: You should always use clean cups to avoid drinking water from being contaminated with germs and bacteria.

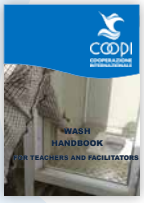
4. TRUE: You should always protect the water source from which you collect water to stop water from being contaminated by human and animal activity. This might involve building a fence around the water source, for example, to avoid children and animals contaminating it.

FURTHER READING

UNICEF (2008), UNICEF Handbook on water quality.
https://uni.cf/3u4uXsA

Cooperazione Internazionale (n.d.),
WASH handbook for teachers and facilitators.
https://bit.ly/33TE5po





MODULE 4
ALWAYS CLEAN HANDS

SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them in a big piece of paper and will let each of the participants choose their answers -this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement. The right answers and their explanation are at the end of this module.

1. Before handling food (raw or cooked), I should wash my hands with water and soap to get rid of germs only depending on the type of activity I was carrying out earlier on.

TRUE FALSE

---

2. While practising washing hands with soap, scrubbing my hands for 10 seconds is enough to get rid of the germs I might carry in my hands.

TRUE FALSE

---

3. As the most common way for me to become sick is by swallowing the germs found in faeces, I should always wash my hands with soap after visiting the toilet.

TRUE FALSE

---

4. Poor hygiene may mean that my family and friends are too sick to attend school or go to work because they suffer persistent episodes of diarrhoea or worm infestations. I should try to tell them as much as possible: wash your hands with soap.

TRUE FALSE

The right answers and their explanation are at the end of this module (page 25).

OVERVIEW OF HOW TO KEEP HANDS CLEAN

In this section the trainer provides the information below to the group.
The trainer tries not to read the text but explain it in his/her own words.

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

FOUR KEY PRACTICES

The trainer now explains to the group the four key practices to keep their hands clean to raise their awareness on the importance of washing hands with soap at critical times.

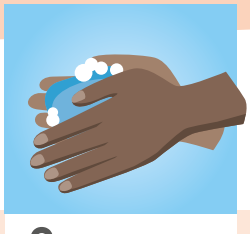
USE WATER AND SOAP

Always use water and soap to kill germs. Germs tend to be invisible so your hands might carry germs without you even knowing. In alternative to soap, ash can be still considered a good option, but mud cannot be recommended because of the possibility of contamination with soil transmitted helminths.

THERE ARE FIVE SIMPLE STEPS TO WASH YOUR HANDS WITH SOAP YOU SHOULD FOLLOW EVERY TIME:

1. WET

Wet hands with clean, running water (warm or cold), turn off the tap, and apply soap.



2. LATHER

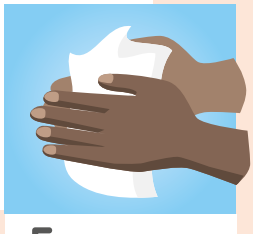
Lather your hands by rubbing them together with the soap. Apply enough soap to cover wet hands.

3. SCRUB

Scrubb all surfaces of the hands – including back of hands, between fingers and under nails – for at least 20 seconds.

4. RINSE

Rinse thoroughly with clean, running water.



5. DRY

Dry hands with a clean cloth or single-use towel.

Show the image above to the group and explain with your own hands how to wash them with soap in the five steps mentioned above – if a handwashing facility is nearby, take the group there and demonstrate the practice. Sing a song while washing hands (the "happy birthday" song always works well!) so that the group understands for how long they should carry out this practice.

If there is no handwashing facility, there is the possibility to make a tippy tap to explain and practise handwashing with soap with the group. Please refer to the Annex 2 to know more about this.

DID THE GROUP KNOW? INFORM THEM!

WASH HANDS BEFORE EATING

Wash hands with water and soap for at least 20 seconds before eating. Remember to scrub the backs of your hands, between your fingers, and under your nails. This will stop any harmful germ you might carry in our hands (even not visible to you) to be introduced to the food you are eating or when feeding others. Washing hands with soap also prevents contamination with faecal matter.

WASH HANDS AFTER GOING TO THE TOILET

As it was explained in Module 3, faeces can be transmitted from one person to another through direct contact, by exposed faeces in fields and streets, through contaminated food and by insect and animal vectors (as it appears in the F-diagram in the box below). The most common way for children and adults to become sick is by swallowing the germs found in faeces. Washing hands with soap after going to the toilet can interrupt the faecal-oral transmission route.

Draw the F-diagram below in a big piece of paper and explain how the vectors (fingers, flies, fields, fluids and food) can transmit diseases from faeces to humans -this is known as the 'faecal oral route'. The good news is that safe water, sanitation and hygiene practices and behaviours can act as barriers to this route.

FINGERS
Faecal contamination of fingers/hands

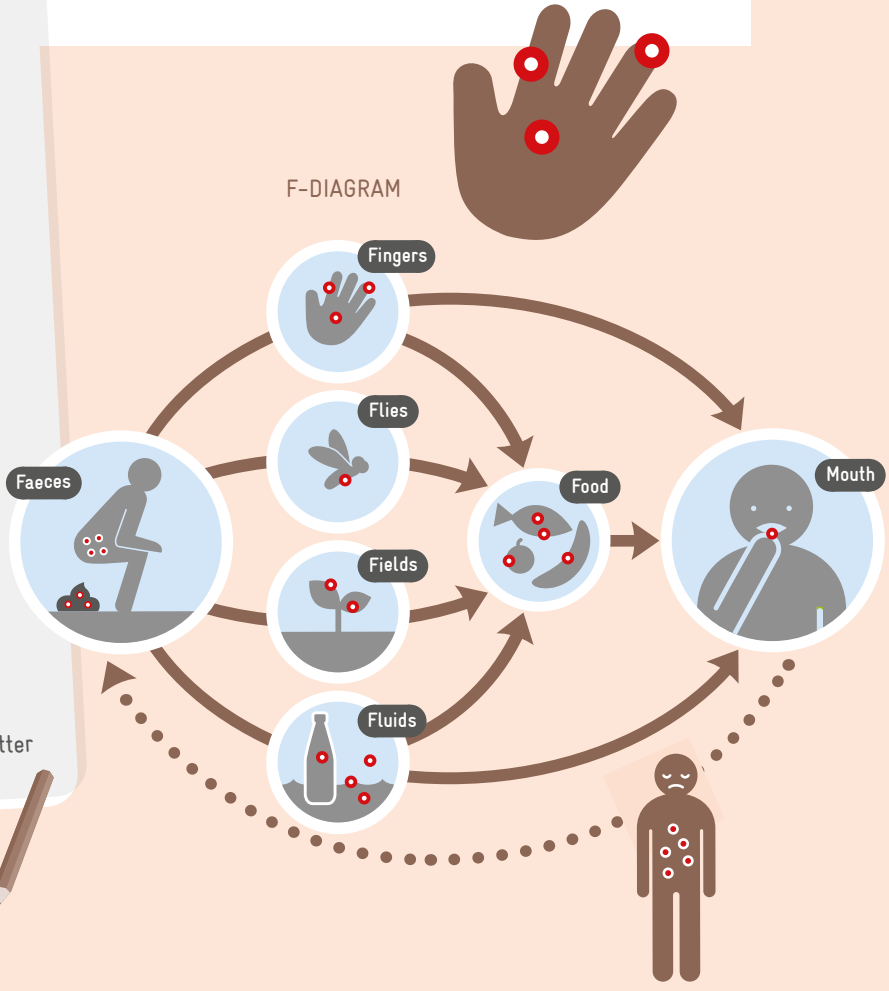
FLIES
Spread diseases from faeces to water and food

FIELDS
Faecal contamination of soil, crops, and fruits

FLUIDS
Faecal contamination of drinking water/other fluids

FOOD
Eating food contaminated with faecal matter

DID THE GROUP KNOW? TELL THEM!



TELL FRIENDS: WASH HANDS

Poor hygiene, sanitation and water may mean large numbers of your family and friends are too sick to attend school or go to work because they suffer persistent episodes of diarrhoea or worm infestations. Tell your family members and friends to wash their hands with soap after going to the toilet to avoid the spread of germs and diseases. If your family and friends wash their hands with soap after using the toilet, this will also mean that you will be safer from contracting a faecal-transmitted disease.

It is also very important that you tell your family and friends to wash their hands with soap at other critical times which include:

› Before and after eating
› After handling garbage
› After touching animals and pets
› After changing babies' diapers or helping children use the toilet
› When their hands are visibly dirty

DID THE GROUP KNOW? TELL THEM!

ASSIGNMENT

In this section the trainer provides the following task to the group:

1. By drawing the F-diagram, each participant shares with the group the new practices they learned from the session. There will be time for the participants to ask questions.

2. After the session, the participants commit to share what they learned with their close family members and neighbours, paying special attention to explaining the dangers posed by not washing hands with soap.

3. The participants take notes of all the times in a day in which they wash their hands with soap. Question that can prompt participants' observation and analysis include:
› When was it?
› Was there soap available or other cleansing material?
› What type of handwashing facility was available?
› How long did you wash your hands for?

TRUE FALSE !

ANSWER TO SELF-EVALUATION QUESTIONS

1. FALSE: 100% false! Before handling food (raw or cooked), you should always wash your hands with water and soap to get rid of germs. Remember that germs tend to be invisible and if you do not wash your hands before eating, they can easily end up in your mouth and ingested by your body.

2. FALSE: While practising washing hands with soap, you should scrub your hands for at least 20 seconds to properly get rid of the germs you might carry in your hands.

3. TRUE: 100% true! The most common way to become sick is by swallowing the germs found in faeces, so you should always wash your hands with enough water and soap after using the toilet.

4. TRUE: Always try to tell your family and friends to wash their hands at critical times. They will get less often sick which will allow them to attend school, go to work, and do other programmes. Repeat with me: 'Dear fam & friends, always wash your hands with soap at critical times!'

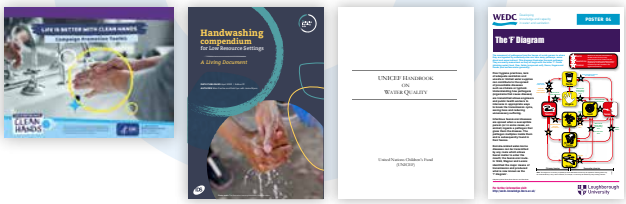
FURTHER READING

Care Group Curriculum (2021), Lesson #5: Handwashing and tippy tap construction Centers for Disease Control and Prevention (n.d.). Life is better with clean hands. Campaign promotion toolkit. https://bit.ly/3g6w4Qc

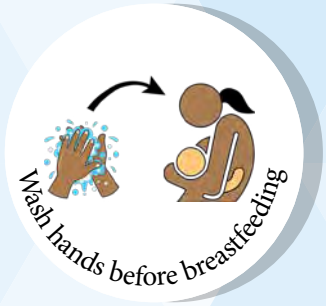
The Sanitation Learning Hub (2020), Handwashing compendium for low resource settings. https://bit.ly/3o6PeKe

UNICEF (2008), UNICEF Handbook on water quality. https://uni.cf/3u4uXsA

Water Engineering and Development Centre (n.d.), The F diagram. https://bit.ly/3G2OtrK



MODULE 5
CLEAN HANDS WHEN CAREGIVING



SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them in a big piece of paper and will let each of the participants choose their answers -this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement. The right answers and their explanation are at the end of this module.

1. Children faeces are not hazardous to health, and I do not need to wash my hands with soap after changing a baby's diaper.

TRUE FALSE

2. I should always scrub my hands with soap for at least 20 seconds to kill all the germs that my hands may carry.

TRUE FALSE

3. I do not need to remind my family and friends about washing their hands with soap when caregiving because I know they are aware of this behaviour.

TRUE FALSE

4. I am aware that mothers should always wash their hands with soap before breastfeeding/feeding their children to avoid spreading germs to their babies.

TRUE FALSE

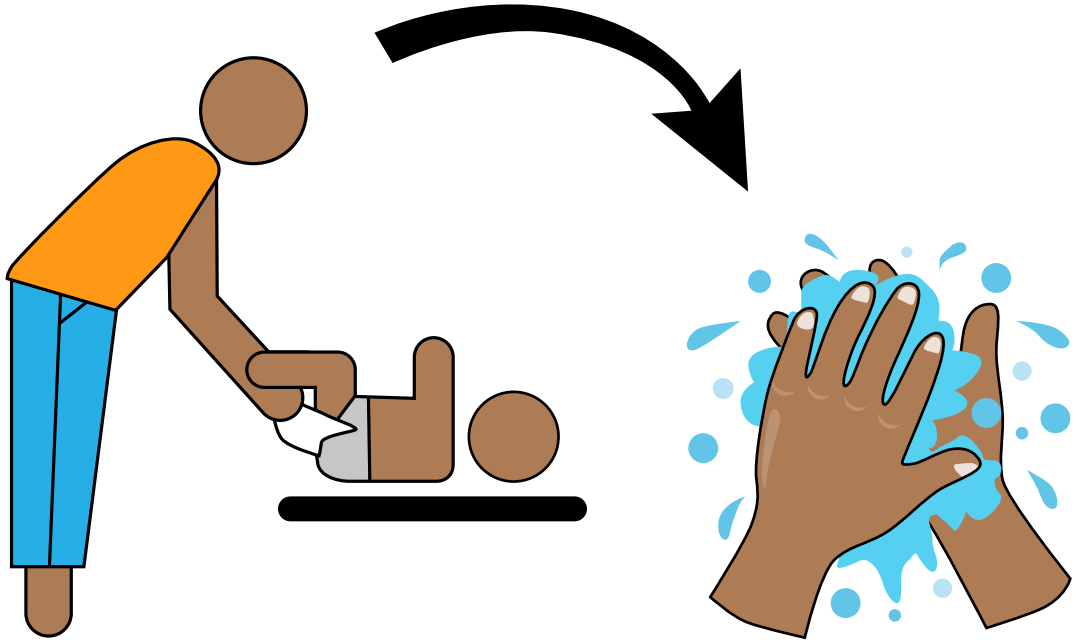
The right answers and their explanation are at the end of this module (page 31).

OVERVIEW OF HOW TO KEEP HEALTH AND WELLBEING

**In this section the trainer provides the information below to the group.
The trainer tries not to read the text but explain it in his/her own words.**

According to information provided by UNICEF, handwashing with soap has been shown to reduce the risk of leading causes of child mortality. Pneumonia accounts for 17% of the 6.6 million deaths of children under 5 years of age and diarrhoea accounts for 9%. Over 750,000 deaths during the neonatal period (babies under 28 days old) are estimated to occur annually because of infectious syndromes such as sepsis, acute respiratory infection, neonatal tetanus, and diarrhoea; many of these can be prevented by handwashing with soap. One study found that neonatal mortality was significantly lower among children of mothers who reported washing their hands.

Handwashing with soap provides a simple and effective barrier that interrupts this disease transmission route and can save millions of children each year. This is the reason why mothers, fathers and caregivers should carefully pay attention to washing their hands with soap before and after being in contact with babies and infants.



FOUR KEY PRACTICES

The trainer now explains to the group the four key practices to keep their hands clean to raise their awareness on the importance of washing hands with soap when being in contact with babies and infants.

WASH HANDS AFTER CHANGING A BABY'S DIAPER

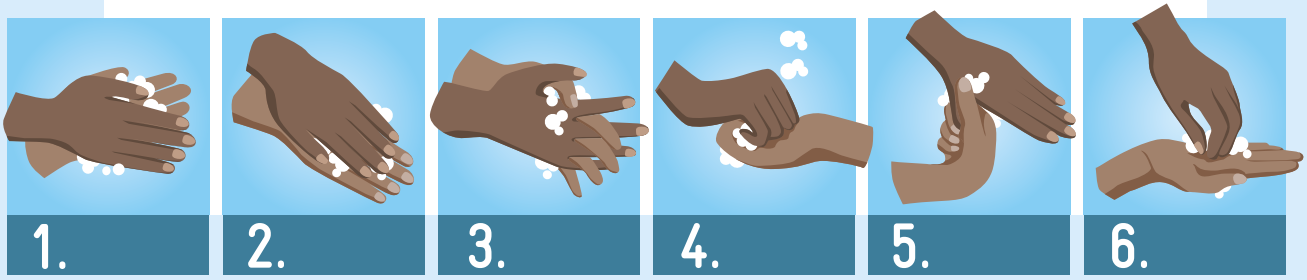
As a mother, father, or caregiver, you should always wash your hands with soap after changing your baby's diaper to avoid germs from the baby's faeces to spread to you as well as to your baby and family. Having a bucket with water and soap or a bottle with soapy water close by may help you wash your hands shortly after securing the baby as it is generally hard to wash hands immediately and before touching babies after changing them.

The unsafe disposal of a baby's faeces can also spread germs in your premises infecting the baby and the entire family. Baby's faeces left in open spaces are considered open defecation, so it is extremely important to dispose of baby's faeces in a latrine (only recommended option).

DID THE GROUP KNOW? TELL THEM!

USE WATER AND SOAP

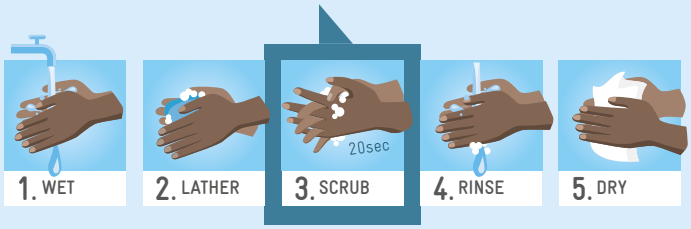
Always use water and soap to kill germs. Germs tend to be invisible so your hands might carry them without you even knowing. Remember to wash your hands with soap not only when caregiving but also before and after eating, after handling garbage, after touching animals and pets, and when your hands are visibly dirty.



1. Palm to palm
2. Right palm over left dorsum and left palm over right dorsum
3. Palm to palm fingers interlaced
4. Backs of fingers to opposing palms with fingers interlocked
5. Rotational rubbing of right thumb clasped in left and vice versa
6. Rotational rubbing backwards and forewards with clasped fingers of right hand in left palm and vice versa.

Ask the group which are the key five steps for handwashing with soap. Afterwards, show the handwashing with soap image (page 21) and repeat the five key steps with them: 1. WET, 2. LATHER, 3. SCRUB, 4. RINSE, 5. DRY, after carefully listening to their replies.

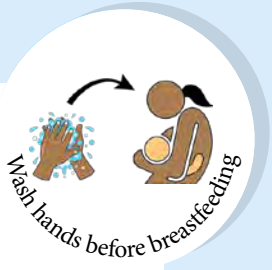
DID THE GROUP REMEMBER? REMIND THEM!



TELL FRIENDS: WASH HANDS

As it was mentioned earlier, poor hygiene, sanitation and water may mean large numbers of your family and friends are too sick to attend school or go to work because they suffer persistent episodes of diarrhoea or worm infestations. Tell your family members and friends to wash their hands with soap when caregiving so that they and their families are out of risk of spreading germs.

WASH HANDS BEFORE BREASTFEEDING



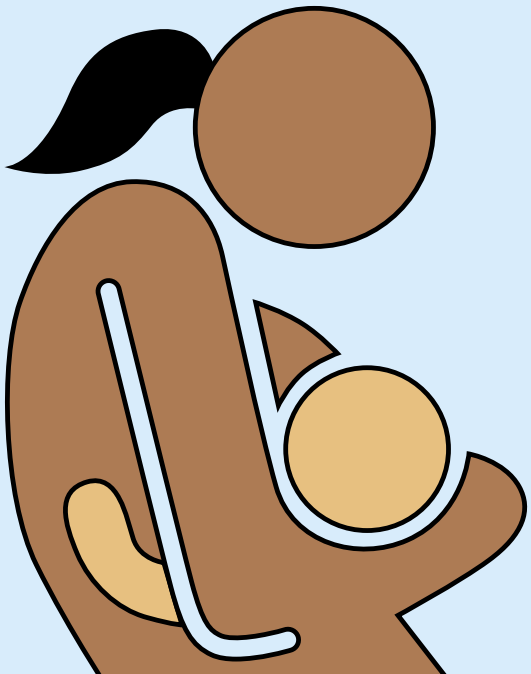
As it was explained in Module 3, faeces can be transmitted from one person to another through direct contact, by exposed faeces in fields and streets, through contaminated food and by insect and animal vectors (as it appears in the F-diagram in the box below). The most common way for children and adults to become sick is by swallowing the germs found in faeces. Washing hands with soap after going to the toilet can interrupt the faecal-oral transmission route.

Two important tips when feeding a child:

1. During breastfeeding it could happen that a child defecates into the mother's lap: the mother should clean the faeces and wash her hands before going back to breastfeeding.

2. When possible, spoons, cups and plates used to feed babies should be used by babies only and cleaned, managed, and stored with extra care (due to the vulnerability of the population, maybe this is not possible, the trainer should notice if this message can be passed or not).

DID THE GROUP KNOW? TELL THEM!



ASSIGNMENT

In this section the trainer provides the following task to the group:

1. The participants practice in front of the group the five steps for handwashing with soap. The trainer and the rest of the group assess from 1–5 how well the participants wash their hands and how much time they spend washing their hands.

2. After the session, the participants commit to share what they learned with their close family members and neighbours, paying special attention to explaining the dangers posed by not washing hands with soap.

TRUE
FALSE

ANSWER TO SELF-EVALUATION QUESTIONS

1. **FALSE: 100% false!** Children's faeces are as hazardous to health as adults' faeces so you should always wash your hands with soap after changing a baby's diaper. Remember that germs are invisible to our hands so even if you were not in direct contact with faecal matter or urine, just being in proximity can still cause your hands to be infected with germs.

2. **TRUE: extremely true.** You should always scrub your hands with soap for at least 20 seconds to kill all the germs that your hands may carry. If you do not know how much 20 seconds account for, try washing your hands while singing the "happy birthday" or the "ABC" song.

3. **FALSE: 100% false!** We all know that we tend to acquire behaviours by repeating them, by seeing others doing them or hearing them telling us to do so. Give frequent reminders so that handwashing becomes a habit and a regular part of your family and friends' day. Leading by example is a great way to star. If not you, who then?

4. **TRUE: 100% true!** Mothers should always wash their hands with soap before breastfeeding to avoid spreading germs to their babies.

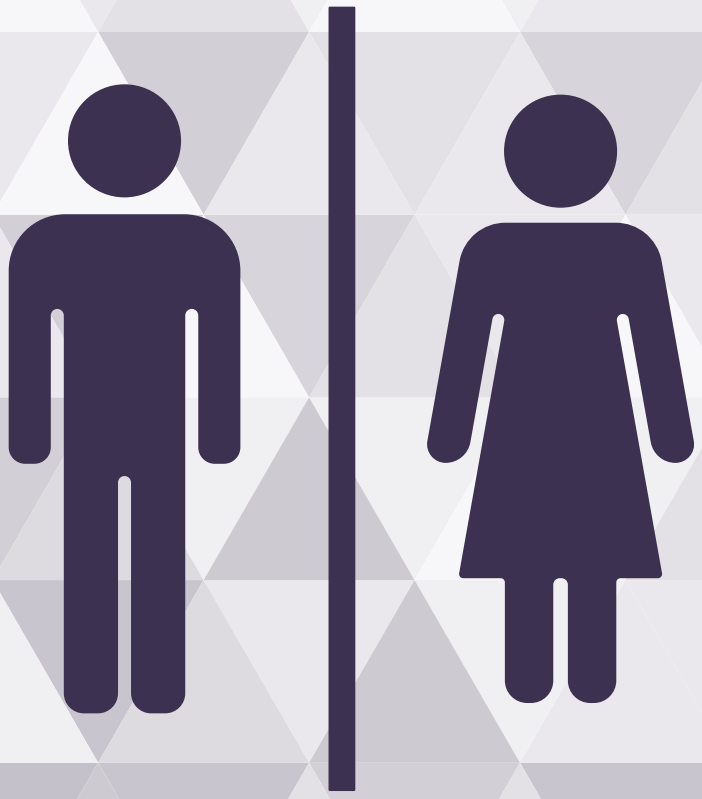
FURTHER READING

Care Group Curriculum (2021), Lesson #4: Complementary feeding and handwashing before cooking and feeding.

Centers for Disease Control and Prevention (CDC) (2021), Handwashing: Clean hands save lives. Fact sheets. https://bit.ly/3g2uhf9

Water and Sanitation Program (2018), Handwashing with soap toolkit. https://bit.ly/3shekYj

MODULE 6
SAFE SANITATION



SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them in a big piece of paper and will let each of the participants choose their answers -this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement. The right answers and their explanation are at the end of this module.

1. I can never leave my baby's faeces in the open as they can be harmful for people and the environment.

TRUE / FALSE

2. I am aware about the importance of communicating to others to wash hands with soap after visiting the toilet as this can stop fingers from spreading diseases found in faecal matter.

TRUE / FALSE

3. It's ok to throw garbage into toilet pits as I do not have a bin inside the toilet or nearby and toilet pits are big enough to contain everything I want to throw in them.

TRUE / FALSE

4. It's totally ok to clean my toilet once a month as it is usually kept clean by everyone who use it; I can never see faecal matter in it.

TRUE / FALSE

The right answers and their explanation are at the end of this module (page 37).

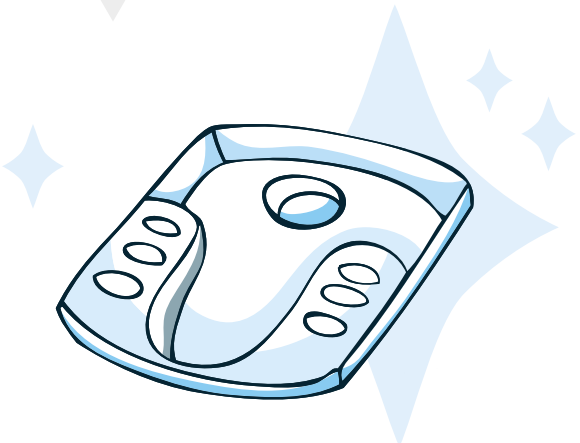
OVERVIEW OF HOW TO KEEP GOOD SANITATION

In this section the trainer provides the information below to the group.
The trainer tries not to read the text but explain it in his/her own words.

Without safe sanitation services, people have no choice but to use inadequate communal latrines or to practise open defecation (squatting outside and not in a latrine), posing a risk to health and livelihoods. Not having a decent toilet is dangerous. Exposed faecal matter contaminates food, water, and the environment, and can spread serious diseases, such as diarrhoea and cholera. Coupled with poor hygiene practices (as seen in Modules 4 and 5), exposure to faecal matter remains a leading cause of child mortality, morbidity, undernutrition, and stunting, and can negatively impact a child's cognitive development.

In this regard, poor sanitation puts children and adults at risk of diseases and malnutrition that can impact overall development, learning and, later in life, economic opportunities. For example, when children, especially girls, cannot access private and decent sanitation facilities in their schools and learning environments, the right to education is threatened. For adults, wage earners who miss work due to illness may find themselves in financial peril. And when health systems become overwhelmed and productivity levels fall, entire economies suffer.

The safe disposal of excreta (faeces and urine) creates a barrier against the spread of diseases. Everyone should always use a clean, latrine or toilet. Open defecation is never safe excreta disposal.



FOUR KEY PRACTICES

The trainer now explains to the group the four key safe sanitation practices for theirs and their communities' health, nutrition, and well-being.

NO POO IN OPEN PLACES

No poo in open places

Constructing and defecating in toilets always prevent the spread of diseases. No matter if the toilet is a traditional pit latrine or a flush toilet, each and every toilet puts a barrier to the faecal-oral route and avoids especially children getting diarrhoea. Toilets put faeces away from fingers and flies which can easily be in touch with faecal matter and avoids faeces from contaminating water and fields.

Soil-transmitted helminth infections are directly caused by poor sanitation. Helminth eggs and larvae can survive for months in the soil and can infect humans when ingested (e.g., via contaminated water or food), by contact with fomites or by direct contact with the skin when walking barefoot on contaminated soil (hookworm larvae). Soil-transmitted helminth infections can affect nutritional status by causing malabsorption of nutrients, loss of appetite and increased blood loss. Hookworm infections are a major cause of anemia in pregnant women and children, which in turn increase the risk of preterm delivery and low birth weight babies and, eventually, child undernutrition.

DID THE GROUP KNOW? EXPLAIN THEM!

TELL FRIENDS: WASH HANDS

Tell friends: wash hands

As seen in Modules 4 and 5, poor hygiene, sanitation and water may mean large numbers of your family and friends are too sick to attend school or go to work because they suffer persistent episodes of diarrhoea or worm infestations. Tell your family members and friends to wash their hands with soap after using the toilet so that they and their loved ones are out of risk of spreading germs to others.

USE TOILETS PROPERLY


Use toilets properly

Let's keep it simple. Just poo and urine can enter the toilet pit. Defecation and urination should always happen inside the toilet slab. Toilet walls, doors and floors should be kept as clean as possible. Sanitary pads, plastic bottles, food, beverages, and any other sort of waste should be thrown into bins/rubbish pits only.

Access to sanitation has important cultural and social implications for people, especially those with disabilities. Not having access to safe and adequate WASH facilities usually means people with disabilities have to defecate in the open as they have no alternatives. Possible solutions to support persons with disabilities in accessing sanitation services include:

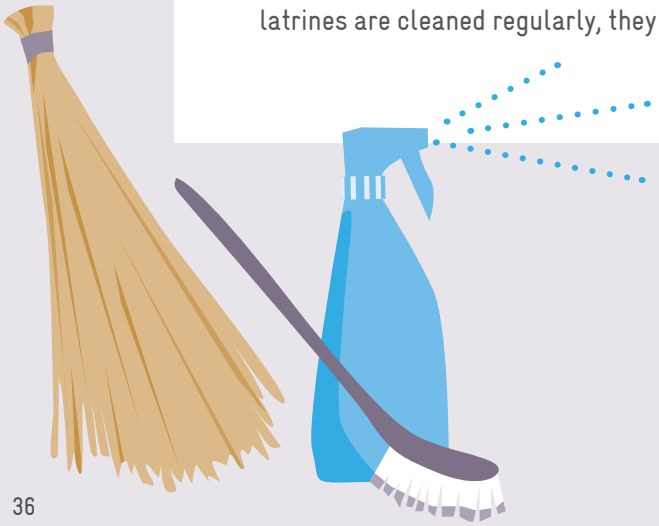
- To support bathing facilities in their homes.
- To set up a system where caretakers could daily support to collect water from distant locations and to empty buckets of faeces after they have used them -this is particularly where they live some distance from the toilet facility.
- To provide additional support (plastic commode, bed pans, diapers for urinary incontinence, handrails...) for other specific sanitation needs.
- Include people with disabilities as members of community committees, for them to be represented, empowered and to make committees inclusive for all.

DID THE GROUP KNOW? TELL THEM!

CLEAN TOILETS


Clean toilets

Always keep your toilet in good hygiene conditions. Clean your toilet at least once a week using a broom to get rid of dust and brush and detergent to kill germs and bacteria usually present in latrine slabs or toilet seaters and toilet floors. Keeping your toilet as clean as possible can stop you and your loved ones from being in contact with faeces which can transmit germs and diseases, can also stop flies from multiplying (as faeces are one of flies' favourite food source) and will also make your toilet smell good while being more comfortable to use. Yes, cleaning latrines can be disgusting, but you can do it! Keep in mind that if latrines are cleaned regularly, they will not be as bad to approach every week.



In the case of using communal toilets, families can group together and take turns to clean the latrines -having a group leader always helps in coordinating with each family and assigning turns. In the case of toilets at own premises, explain to your family members the importance of having the toilet clean and push for having turns for cleaning it so that everyone is involved in the task not only of cleaning but taking care of it while using it.

DID THE GROUP KNOW? TELL THEM!

ASSIGNMENT

In this section the trainer provides the following task to the group:

1. Draw the toilet that you are the most frequently using with all the features that it has (walls, door, floor, slab, window, toilet seater, bin, etc.). Now think of what can be changed or added to improve it, take notes. Note for the participant:

› What things are missing?
› Are fingers and flies away from faecal matter?
› Is the faecal matter safely disposed of so that it does not contaminate water and fields?

Discuss with the group.

Note for the trainer to trigger discussion with the group:

› Is your toilet clean enough?
› Does it smell good?
› Does it have enough lighting?
› Is the floor made from concrete or soil?
› Does the door have a lock in the inside?
› Is it comfortable to use?

TRUE
FALSE

ANSWER TO SELF-EVALUATION QUESTIONS

1. TRUE: 100% true! You should always place baby's faeces in a toilet or pit as their faecal matter, as with adults, can spread germs and diseases into fingers, contaminate water and fields and serve as food to flies which can easily multiply.

2. TRUE: You should always try to communicate to others to wash their hands with soap after visiting the toilet to stop their fingers from spreading diseases found in faecal matter. Don't be shy about this, tell others: 'Please wash your hands with soap after going to the toilet!'

3. FALSE: It's never ok to throw garbage into toilet pits as this can easily clog the pit making it extremely hard (sometimes even impossible!) to empty it once it becomes full. Always try to keep your garbage with you and throw it into a bin/rubbish pit. Note for women and girls: disposable sanitary pads can be incinerated or burned if bins are not available or if you are not feeling comfortable to throw it in a communal bin.

4. FALSE: Toilets should be cleaned at least once a week. Even if you cannot see dust, urine or faecal matter, germs and bacteria can be there as, remember from Modules 4 and 5, they are usually invisible to our hands. Stop the faecal-oral route and clean your toilet with detergent every week.

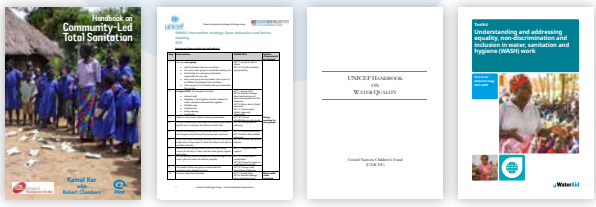
FURTHER READING

Kar, K. and Chambers, R. (2008), Handbook on Community-led Total Sanitation. https://bit.ly/3u88eM9

RANAS (2020), RANAS intervention strategy: Open defecation and latrine cleaning. https://bit.ly/3G8gDlk

UNICEF (2008), UNICEF Handbook on water quality. https://uni.cf/3u4uXsA

WaterAid (2015), Understanding and addressing equality, non-discrimination and inclusion in water, sanitation and hygiene (WASH) work. https://bit.ly/3HckajF



MODULE 7
SAFE FOOD

SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them in a big piece of paper and will let each of the participants choose their answers -this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement. The right answers and their explanation are at the end of this module.

1. I should wash vegetables and fruits before peeling them so that I don't spread germs from the outside to the inside; however, this does not apply when cutting them.

TRUE FALSE

---

2. If I heat the food at the right temperature, I can kill all the harmful germs that cause food poisoning and some of the most common symptoms -stomach pains, vomiting and diarrhoea.

TRUE FALSE

---

3. I should not cover leftovers with a lid or place them in covered containers as insects and rodents will only eat fresh food.

TRUE FALSE

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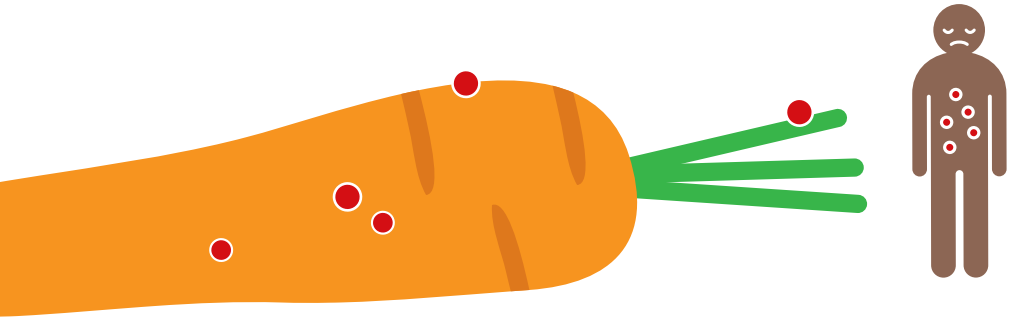
4. Before handling food (raw or cooked), I should always wash my hands with water and soap to get rid of germs.

TRUE FALSE

The right answers and their explanation are at the end of this module (page 43).



OVERVIEW OF HOW TO AVOID FOOD FROM BEING CONTAMINATED

In this section the trainer provides the information below to the group.
The trainer tries not to read the text but explain it in his/her own words.

Everyday people all over the world get sick from the food they eat -and many times without even knowing it was caused by food. This sickness is called foodborne disease or food poisoning and is caused by dangerous microorganisms we will call "germs". For most foodborne diseases, symptoms occur 24-72 hours after the food has been eaten, and the most common symptoms include stomach pains, vomiting and diarrhoea.

To avoid food from being contaminated with harmful germs and from falling sick, there are four key steps that you should take attention to cope with:

1. Wash vegetables
2. Cook the food
3. Cover the food
4. Wash hands before eating

FOUR KEY PRACTICES

The trainer now explains to the group the four key practices to keep their food and hands clean to raise their awareness on the importance of food hygiene and washing hands with soap when handling food.

WASH VEGETABLES

Rinse vegetables and fruits under safe running water before peeling, cutting, and cooking. Harmful germs such as Salmonella, E. coli, and Listeria can spread from the outside to the inside of fresh produce as you cut or peel, so it is extremely important to wash vegetables and fruits before cutting or peeling to avoid you and your family from falling sick.

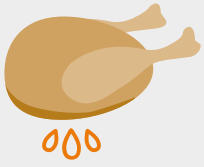
There is no need to wash raw meat, poultry, or eggs. Washing these foods can spread germs because juices may splash onto the sink or counters. However, you should still wash your hands when in contact with them.

DID THE GROUP KNOW? TELL THEM!

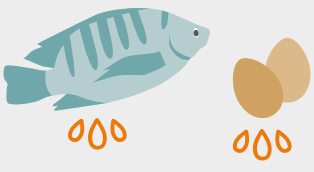
COOK THE FOOD

Foods need to get hot and stay hot as the heat kills germs that cause food poisoning. Food is safely cooked when the internal temperature gets high enough to kill the germs that can make you sick. Always cook to safe temperatures, especially meat, poultry, eggs, and seafood. Also, re-heat your food and make it boil for some minutes before eating it again. Furthermore, wash your kitchen utensils with clean water and soap. If you have no soap, use ashes. Do not use soil or mud as it can carry germs that spread to your utensils and to your food while cooking it.

If it's hard to estimate the heat level:



CHICKEN:
Cook chicken until the juices are clear and the inside is no longer pink.

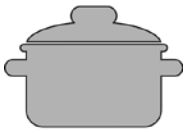


SEAFOOD AND EGGS:
Cook eggs and seafood until piping hot throughout.

SOUP AND STEWS:
Bring liquid based foods such as soups and stews to a boil and continue to boil for at least 1 minute.

DID THE GROUP KNOW? TELL THEM!

COVER THE FOOD



Cover the food

Do not forget to place the cooked food and leftovers (cooked foods that have not been eaten within 2 hours of cooking) into clean, covered containers to protect it from dust, insects (such as flies, mosquitoes, and cockroaches) and rodents contaminating it. If possible, keep cooked food and leftovers in a cool, dry, and dark area. Covering food controls some of the disease vectors (insects and rodents).

Anyone can get food poisoning, but people in certain groups are more likely to get sick and to have a more serious illness. These groups are:

› Pregnant women
› Children under the age of 5
› People with a weakened immune system—for example, people with diabetes, liver or kidney disease, HIV, or cancer
› Adults aged 65 and older

DID THE GROUP KNOW? TELL THEM!

WASH HANDS BEFORE COOKING

Wash hands before cooking

Wash hands with water and soap for at least 20 seconds when preparing food. Remember to scrub the backs of your hands, between your fingers, and under your nails. Do this before and after! touching food. This will stop any harmful germ you might carry in our hands (even not visible to you) to be introduced to the food you and your family are cooking and eating and cause you sickness.

Ask the group to list some of the key times when germs can spread easily so handwashing with soap is essential to avoid this from happening. Here a list to foster the brainstorming -bold ones are practices that the group should be already aware of, test their knowledge!

› **Before, during, and after preparing any food**
› **Before breastfeeding**
› After handling uncooked meat, poultry, seafood, flour, or eggs
› Before and after using gloves to prevent germs from spreading to your food and your hands
› **Before eating**
› After touching garbage
› After wiping counters or cleaning other surfaces with chemicals
› **After safely disposing of adult or child faeces**
› After touching pets, pet food, or pet treats
› After coughing, sneezing, or blowing your nose
› **After going to the toilet**

DID THE GROUP REMEMBER? REMIND THEM!

ASSIGNMENT

In this section the trainer provides the following task to the group:

1. Write a brief note (half a page) or make a drawing which depicts the hygiene practices that you and your family/friends carry out when handling food (raw and cooked). Make sure that the note or drawings include a brief description of all the hygiene quality hazards you observe. Present your findings to the group.

TRUE
FALSE

ANSWER TO SELF-EVALUATION QUESTIONS

1. FALSE: You should always wash vegetables and fruits before peeling, cutting, or cooking them so that germs from the outside are not spread to the inside contaminating the food you will eat later.

2. TRUE: 100% true! If you heat your food at a safe temperature, you will kill all the harmful germs that cause food poisoning, and with this you will also avoid diarrhoea, malnutrition, and child stunting.

3. FALSE: 100% false! You should always cover with a lid all the cooked foods you have (including leftovers!) as, otherwise; insects and rodents can easily access the food and transmit diseases when eating them.

4. TRUE: You should always wash your hands with water and soap before cooking food to get rid of germs. Also, it is very important that you always wash your hands after handling food and before eating.

FURTHER READING

CDC (2021), Basic food safety. https://bit.ly/3AGCcZ1

Care Group Curriculum (2021), Lesson #4: Complementary feeding and handwashing before cooking and feeding

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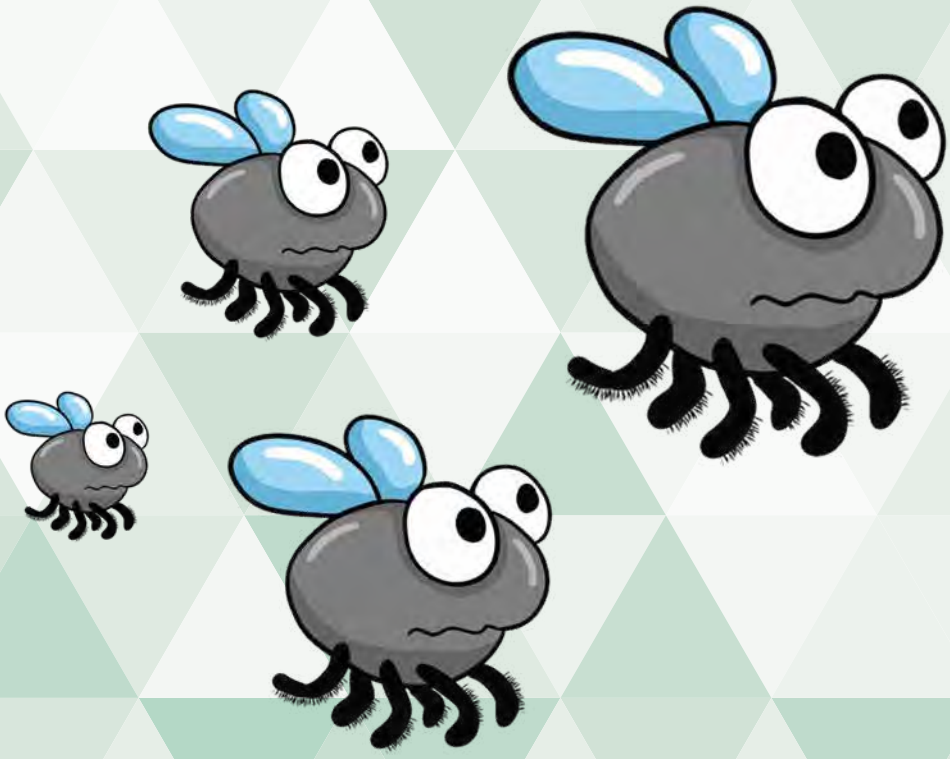
MODULE 8
UNHAPPY FLIES



SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them in a big piece of paper and will let each of the participants choose their answers -this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement. The right answers and their explanation are at the end of this module.

1. I should clean my toilet at least once a week with a broom, brush, and detergent to kill germs and bacteria usually present in latrine slabs and toilet floors.

TRUE FALSE

2. Throwing my garbage to a bin is detrimental to avoid having flies; however, I can still use a bin that does not have a lid.

TRUE FALSE

3. I should always place the food I cook and leftovers into a clean, covered container to protect it from flies. This is a must if I do not want flies to appear and multiply.

TRUE FALSE

4. Open defecation has nothing to do with flies. I can defecate in the open and flies will not appear as they are mainly feeding from fruits, vegetables, and leftovers.

TRUE FALSE

The right answers and their explanation are at the end of this module (page 49).

OVERVIEW OF HOW TO AVOID/GET RID OF FLIES AT PREMISES AND OPEN SPACES

In this section the trainer provides the information below to the group.
The trainer tries not to read the text but explain it in his/her own words.

Flies can become nuisance pests, but also are important for their potential to harm humans being a disease vector (as seen in Module 4). It was found that the house fly (the most common fly species found at premises) harbour over 300 types of bacteria. Many are linked with human infections, including stomach bugs, blood poisoning and pneumonia. Flies can spread bacteria and other disease-causing organisms on their legs, feet and wings to food or surfaces when they land. In fact, every step taken by a fly can transfer live bacteria. Additionally, pathogens can be transmitted when a fly regurgitates onto food to liquefy material for digestion.

A female fly can lay hundreds of eggs. Each egg can develop into a fly in only a few days. If there is the right kind of food for the flies to eat, millions of flies can appear in a short time. An adult fly lives about 2 weeks.

Flies are well known for their poor hygiene habits – visiting rubbish tips and feeding on all sorts of decaying food, animal corpses and faecal matter which are attacked to their hairy bodies. They are suspected of carrying a range of human, animal, and plant diseases. The good news is that with safe sanitation and hygiene practices it is possible to get rid of flies.

FOUR KEY PRACTICES

The trainer now explains to the group the four key practices for keeping their environment clean to avoid flies as one of the key vectors in the faecal-oral route.

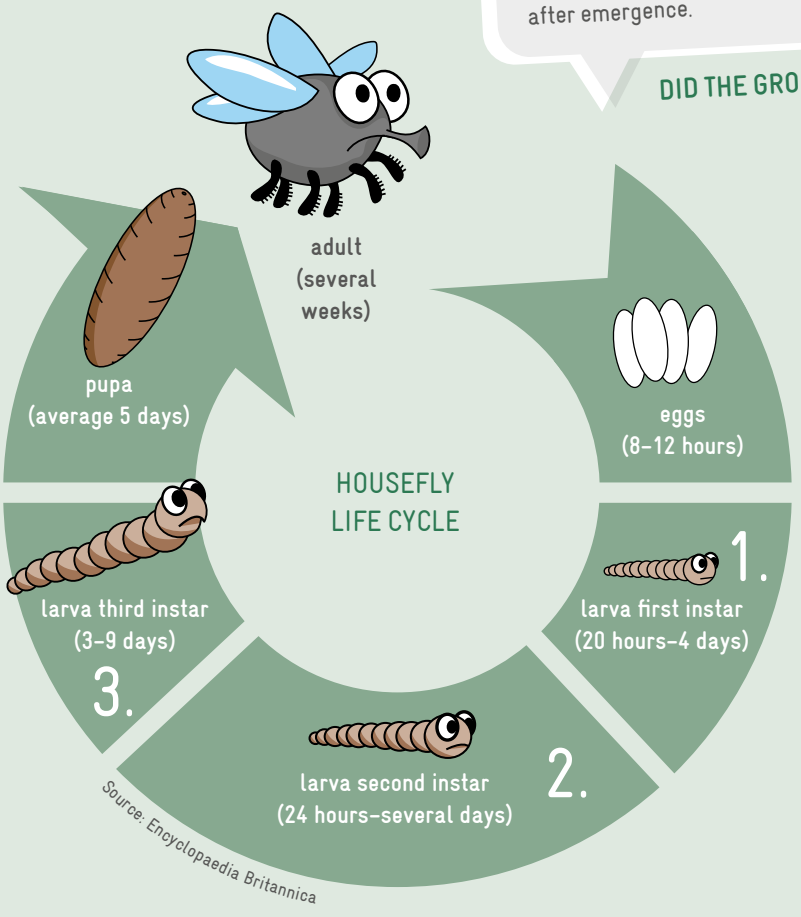
Clean toilets

CLEAN TOILETS

As it was presented in Module 5, always keep your toilet in good hygiene conditions. Clean your toilet at least once a week using a broom to get rid of dust and brush and detergent to kill germs and bacteria usually present in latrine slabs or toilet seaters and the toilet floor. Keeping your toilet as clean as possible will not only stop flies from being in contact with faeces and multiplying while transporting diseases but will also make your toilet smell good and be more comfortable to use.

The life cycle of the fly starts with the egg and larval stage. These two stages develop in animal and vegetable refuse. In favourable conditions, eggs can hatch in as little as 24 hours. Fly larvae (maggots) are a creamy-white colour and are about 1/2 inch long. This stage lasts for 3-9 days, and the shell hardens and darkens. This marks the beginning of the pupal stage. When the pupal stage is complete, the adult fly exits the puparium, dries, hardens, and flies away to feed, with mating occurring soon after emergence.

DID THE GROUP KNOW? EXPLAIN THEM!



Draw the picture to the left on a big piece of paper for the group to easily identify the housefly life cycle.

WASTE IN BINS

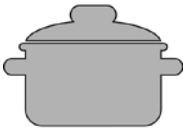
Waste in bins

Keep your waste in covered containers (in trash bags and/or cans with tight-fitting lids). Dumpsters should be kept as clean as possible and emptied regularly. Manure and other decaying plant and animal material should be promptly removed. Maggots will only appear in the bin if the eggs have been laid in a suitable food source for them to develop. If bin lids are kept closed, flies should not be able to enter to lay their eggs.

Every time you empty a bin, check to ensure there isn't any rubbish left in the bottom. Rinse it out regularly to keep it clean and use disinfectant if possible. One way of keeping the bottom of the bin clean is to place scrunched up balls of newspaper at the bottom with flat sheets of newspaper on top, then put your rubbish in. The paper soaks up any liquids that may escape from the bags.

DID THE GROUP KNOW? EXPLAIN THEM!

COVER THE FOOD



Cover the food

As explained in Module 7, do not forget to place the cooked food and leftovers into clean, covered containers to protect it from flies. If possible, keep cooked food and leftovers in a cool, dry, and dark area. Covering food can control flies from appearing and multiplying!

Inspection is key to eliminate fly breeding sites. One must first locate the attracting material. Often this can only be accomplished by conducting a thorough inspection of the premises, and by knowing what to look for and where to look. First, identify the flies involved, inspect for material that attracts that species and then eliminate the material.

DID THE GROUP KNOW? TELL THEM!

NO POO IN OPEN PLACES

No poo in open places

As seen in Module 5, constructing, and defecating in toilets can always prevent the spread of diseases carried by flies. No matter if the toilet is a traditional pit latrine or a flush toilet, every toilet keeps faeces and urine (flies' food source) away from them. Always use toilets to avoid having flies at your premises so that you can avoid having this main disease vector which can quickly spread germs from faeces to any indoor- or outdoor- surrounding.

ASSIGNMENT

In this section the trainer provides the following task to the group:

1. After the training, take some time to conduct a thorough inspection of your premises. First, identify if there are flies. If there are flies involved, inspect for material that attracts that species and eliminate the material. The next day(s), inspect if flies are still around your premises and repeat the practice if flies are still there. Report back to the trainer with your findings.

Note for the trainer: Ask the participants:

› Where did you find flies?
› What were flies attracted to?
› What did you do to get rid of them?

TRUE
FALSE

ANSWER TO SELF-EVALUATION QUESTIONS

1. TRUE: 100% true! You should clean your toilet at least once a week with enough detergent to kill germs and bacteria. Always keep your toilet in good hygiene conditions!

2. FALSE: You should always have a lid covering your bin to stop flies from entering the garbage, placing eggs, and multiplying. Remember that maggots will only appear in the bin if the eggs have been laid in a suitable food source for them to develop. If bin lids are kept closed, flies should not be able to enter to lay their eggs.

3. TRUE: Yes! As happens with bins, you should always place the food you cook and leftovers into a clean, covered container to protect it from flies.

4. FALSE: 100% false! Open defecation has a lot to do with flies. If you defecate in the open, there are high chances that flies will appear as they eat from faeces and easily multiply from there. Being in touch with faeces, flies become a main vector in the faecal-oral route. Always defecate in a toilet, no matter if a traditional pit or flush toilet, everything helps against flies!

FURTHER READING

Encyclopedia Britannica (2018), Dipteran. https://bit.ly/3IMPu92

PennState Extension (2014), Questions and answers about flies and ants. https://bit.ly/3He97GE

MODULE 9
DISEASE PREVENTION

SELF-EVALUATION

In this section the trainer can read aloud the four statements that appear below or write them i n a big piece of paper and will let each of the participants choose their answers -this can be done individually so answers remain confidential or, otherwise, participants can tell their answers aloud or place a stone in a bucket with the label 'TRUE' or in another one with the label 'FALSE' for each statement. The right answers and their explanation are at the end of this module.

1. I should wash my hands with soap to prevent the spread of germs; however, washing my hands with soap does not prevent the spread of viruses such as Covid-19.

TRUE FALSE

---

2. Practising physical distancing is extremely important in times of Covid-19. I should stay at least one metre (three feet) apart from others, air rooms frequently or leave the windows open.

TRUE FALSE

---

3. I should cover my mouth and nose with a flexed elbow or tissue when coughing or sneezing so that respiratory droplets are not spread to people and surfaces.

TRUE FALSE

---

4. I should not wear a mask when in crowded places as masks cannot protect me from contracting the Covid-virus when too many people are around me.

TRUE FALSE

The right answers and their explanation are at the end of this module (page 55).

OVERVIEW OF HOW TO PREVENT DISEASES

In this section the trainer provides the information below to the group. The trainer tries not to read the text but explain it in his/her own words.

As we discussed in the previous modules, personal hygiene, and handwashing with soap in the community are highly effective to prevent both diarrhoeal diseases and respiratory illnesses. Covid-19 is a respiratory virus that spreads when mucus or droplets containing the virus get into your body through your eyes, nose, or throat. Often, the virus can easily spread from one person to the next via hands.

During a global pandemic, one of the cheapest, easiest, and most important ways to prevent the spread of a virus is to wash your hands frequently with soap and water, and to keep practising personal hygiene. Furthermore, evidence from both the SARS and Covid-19 epidemics, shows that hand hygiene is very important to protect not only patients and families but also health care workers from getting infected.

FOUR KEY PRACTICES

The trainer now explains to the group the four key practices to keep their hands clean to raise their awareness on the importance of washing hands with soap to prevent the spread of extremely harmful and contagious diseases such as Covid-19. Important to note that the practices outlined below are useful not only when staying indoors but also when visiting public spaces.

WASH HANDS WITH SOAP

Hands have a crucial role in the transmission of Covid-19. The Covid-19 virus primarily spreads through droplet and contact transmission. Contact transmission means by touching infected people and/or contaminated objects or surfaces. Thus, your hands can spread virus to other surfaces and/or to your mouth, nose, or eyes if you touch them. Handwashing with soap is one of the most effective actions you can take to reduce the spread of pathogens and prevent infections, including the Covid-19 virus.

Plain soap is effective at inactivating enveloped viruses such as the Covid-virus due to the oily surface membrane that is dissolved by soap, killing the virus. In addition, hand washing removes germs through mechanical action.

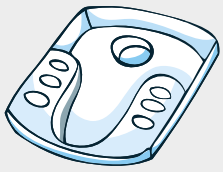
In the absence of soap and running water, using hand sanitizer that contains at least 60% alcohol is the best second option. Using soapy water or ash may help remove bacteria, though not as effectively. If these methods are used, it is important to wash your hands as soon as possible when you do have access to handwashing facilities and avoid contact with people and surfaces in the meantime.

DID THE GROUP KNOW? TELL THEM!

Ask the group what the key times for hand-washing with soap to prevent them and their loved ones from contracting Covid-19 are. Do they remember any practice from the previous modules? After brainstorming, discuss the list provided below. Take note of the practices they did not mention as these are the ones, they will the most frequently forget. Try to repeat them during the rest of the training.

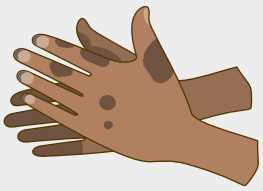

After coughing or sneezing

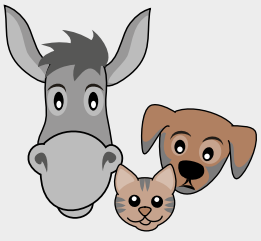

Before, during and after you prepare food


After using the toilet


Before eating


When caring for the sick


When your hands are visible dirty

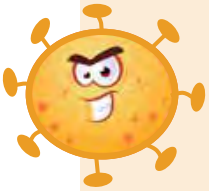

After handling animals or animals' waste

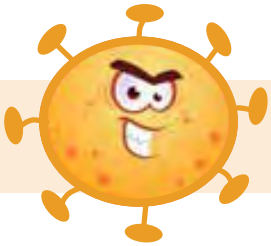
DID THE GROUP KNOW? ASK THEM!

AVOID CROWDED PLACES

Practicing physical distancing is important.

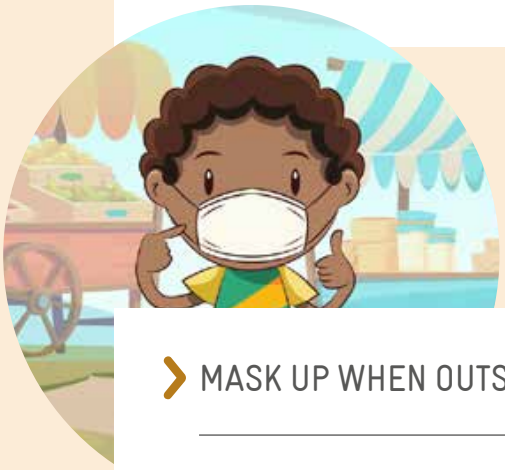
› Stay at least one metre (three feet) apart from others.
› Air rooms frequently or leave the windows open.
› Avoid shaking hands, hugging, or kissing people, sharing food, utensils, cups, and towels.





COVER YOUR COUGHS AND SNEEZES

Use proper sneezing and coughing etiquette: cover your mouth and nose with a flexed elbow or tissue when coughing or sneezing; dispose of used tissues immediately and wash your hands with soap to avoid spreading any germ you may have to people and surfaces.



MASK UP WHEN OUTSIDE

Wear a mask whenever you are outside from your premises and in those circumstances when you are indoors, and you are unable to maintain physical distance. Take into consideration that indoors the concentration of viral particles is often higher than outdoors, where even a light wind can rapidly reduce concentrations.

When people with Covid-19 cough, sneeze, sing, talk, or breathe they produce respiratory droplets. These droplets can range in size from larger droplets (some of which are visible) to smaller droplets. Small droplets can also form particles when they dry very quickly in the airstream. Infections occur mainly through exposure to respiratory droplets when a person is in close contact with someone who has Covid-19. This is the reason why masking up when outside from your premises, avoiding crowded places and covering our coughs and sneezes become so relevant to avoid contracting or spreading respiratory droplets that carry the Covid-virus.

Children must be considered even at higher risk in times of Covid-19, as they might not apply physical distancing concepts and not wear masks.

DID THE GROUP KNOW? EXPLAIN THEM!

ASSIGNMENT

In this section the trainer provides the following task to the group:

1. Each participant shares to the group the hygiene practices they carry out to protect themselves and their families from Covid-19. Ask the group to think about the challenges they face to carry out these practices and how family members and friends are preventing the spread of the Covid-virus.

Note for the trainer: Ask the participants:

› Are these practices the main ones discussed in this module?
› Which ones are lacking?
› What are the simple solutions that can be recommended to avoid skipping them?

TRUE
FALSE

ANSWER TO SELF-EVALUATION QUESTIONS

1. FALSE: You should always wash your hands with soap to prevent the spread of germs and viruses as soap inactivates enveloped viruses, such as the Covid-virus, due to the oily surface membrane that is dissolved by soap, killing them.

2. TRUE: 100% true! When not at your premises, always keep a distance of at least 3 feet with people and ventilate rooms as much as possible. Ventilating mitigation strategies can help reduce viral particle concentration. The lower the concentration, the less likely viral particles can be inhaled into the lungs, contact eyes, nose, and mouth; or fall out of the air to accumulate on surfaces.

3. TRUE: You should always cover your mouth and nose with a flexed elbow or tissue when coughing or sneezing so that respiratory droplets are not spread to people and surfaces.

4. FALSE: You should always use masks when you are in crowded areas (outdoors or indoors) outside from your premises.

FURTHER READING

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giz
Stay Safe
THE REPUBLIC OF UGANDA
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ANNEX 1: REFERENCES

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UNICEF (2020), Everything you need to know about washing your hands to protect against coronavirus (COVID-19). https://uni.cf/2X6977o

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WaterAid (2019), Faeces, fields, fingers, food, fluids and flies? https://bit.ly/3Gn2pgB

WaterAid (2020), Why are toilets so important? https://bit.ly/3u4TuxL

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Centers for Disease Control and Prevention (CDC) (2021), Food and vegetable safety. https://bit.ly/3ADV2A2

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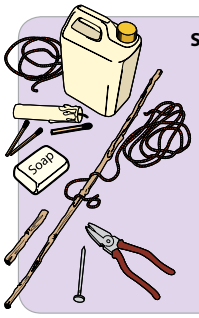
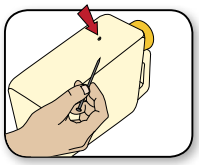
ANNEX 2: HOW TO MAKE A TIPPY TAP

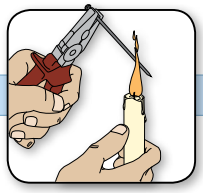


Supplies needed:

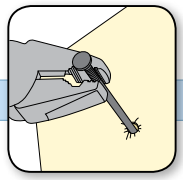
- Plastic container with a handle and a cap
- Bar of soap
- Long rope
- Short rope
- Big nail
- Candle and matches
- Long stick
- Short stick
- Pliers



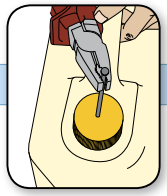
① The tippy tap needs a hole for the water to pour out of. The hole should be on the side of the container across from the handle. The hole should be a finger length from the top of the container. Find the spot for the hole and make a mark there.



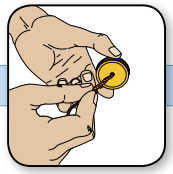
② Use the candle to heat the point of the nail.



③ When the nail gets hot, press the point against the mark on the container to make a hole.

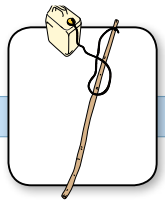


④ Make a second hole in the top of the cap.

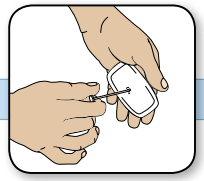


⑤ Put one end of the long rope through the hole in the cap.

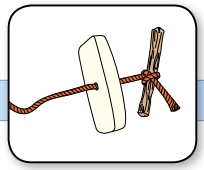
⑥ Tie a knot in the end of the rope, on the inside of the cap.



⑦ Tie the other end of the long rope to one end of the long stick. Put the cap on the container.

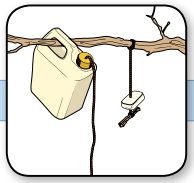


⑧ Use the nail to make a hole in the center of the soap.



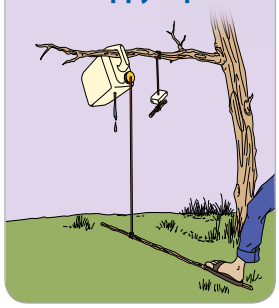
⑨ Put the short piece of rope through the hole in the soap. Tie a knot around the short stick close to the bar of soap.

⑩ Fill the container with treated water.



⑪ Hang the container by its handle. Hand it high enough so the rope holds the end of the long stick off the ground. Hand the soap near the container.

You have now created a Tippy Tap!



Hang your Tippy Tap in areas where you wash your hands often. Use soap every time you wash your hands.

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

CS 230641

Source: CDC

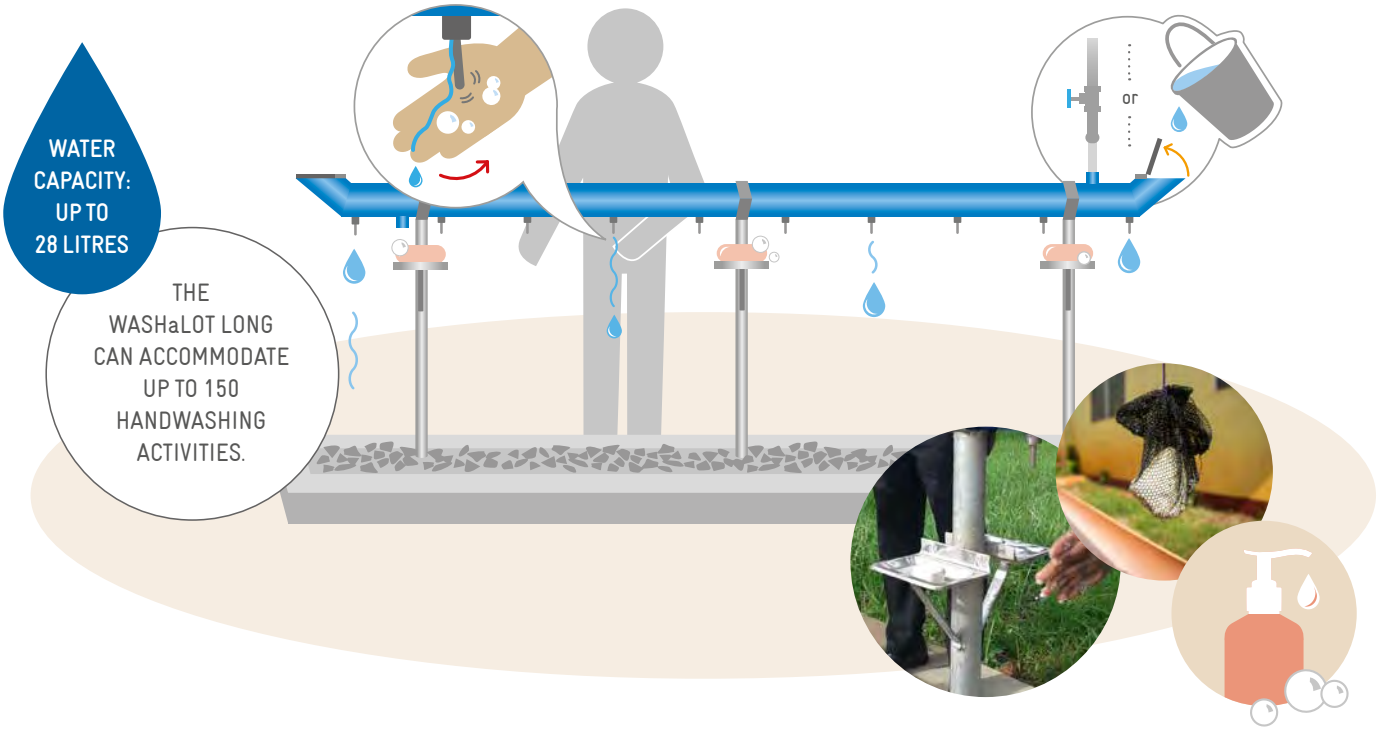
You can also watch the following videos to learn more about how to make and use a tippy tap:
UNICEF Ghana: 'How to build a tippy tap'
www.youtube.com/watch?v=bW32lc9G1Sc

World Vision USA:
'DIY: How to Make a Tippy Tap for Hand Washing'
www.youtube.com/watch?v=_yESEzKWz-w

ANNEX 3: “WASHaLOT 3.0” GROUP HANDWASHING FACILITY

WASHaLOT User’s Guide / WatSSUP Programme
www.giz.de/de/downloads/WatSSUP-WASHaLOT-final-2020.pdf

User Handbook compiled by the Sanitation for Millions programme
www.susana.org/en/knowledge-hub/resources-and-publications/library/details/3927



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The GIZ WatSSUP programme implements measures to improve water supply and sanitation services in selected refugee settlements and host communities in Northern Uganda in line with national and international refugee and sector strategies.

The development of the WASH Quartet Game Training Manual is one outcome of the collaboration of GIZ WatSSUP with MetaMeta Research BV, Netherlands. The collaboration was aimed at using game based approaches to improve handwashing behaviour and reinforce the practice amongst children and adults in the refugee settlements and host communities in Uganda. This manual will be used by trainers of the WASH Quartet game in the day to day promotion of different Water, Sanitation and Hygiene (WASH) good behaviour practices and upscaling of the game based approach to new populations.

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