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_A Practical Facilitation Handbook
CHAST – Children's Hygiene and Sanitation Training



Prepared by Esther Lowe, Nairobi, 2012

Based on original CHAST country specific guide for Somaliland and Somalia by Michael Bockhorn-Vonderbank, Esther Lowe and Abdi Aden (2004) and successive CHAST country specific manual for Southern Sudan by Esther Lowe and Julie Nandawula (first edition, 2008) and Dickson Omosa and Vincent Oluoch (second edition, 2010).

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Second revised edition

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This CHAST manual is a practical guide with step-by-step instructions on how to implement the hands-on tools developed for the *Children's Hygiene and Sanitation Training* programme. The CHAST methodology was developed by Caritas in Somaliland between 2002 and 2003. The development of the methodology and first edition manual (2004) was supported by the European Union and the Government of Luxembourg. The current manual is based on the original Somali CHAST manual (2004) and the adapted version that is used by the Caritas programme in Southern Sudan (first edition 2008, second edition 2010).

After the specific country versions, Caritas has now produced a general guide that can be used for setting up and implementing CHAST programmes elsewhere in the world. Tools can easily be adapted to contextualise the methodology to the local situations in other countries.

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We encourage replication of the content of this manual. However, we would like to be informed about any further use of the material for experience sharing.

Thank you all!

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Part I:

Introduction to CHAST

Introduction

Children's Hygiene and Sanitation Training

The CHAST approach has been developed by Caritas to promote good hygiene behaviours among children. It is based upon the well-established Participatory Hygiene and Sanitation Transformation (PHAST) approach that targets adults using the principles of adult learning. CHAST however uses a variety of exercises and educational games to target children aged between five to 15 years and to teach them about the direct links between personal hygiene and good health. The child-to-child approach extends the usual definition of the term, ensuring that children's training on hygiene and sanitation will also have an impact on their families, peers and even future generations.

By giving children practical lessons and tips on means of improving their own cleanliness and hygiene, CHAST aims to create an effective channel for delivering these messages directly to local homes. This manual is designed to provide community workers, teachers and other facilitators with a detailed methodology for Children's Hygiene and Sanitation Training (CHAST), together with the step-by-step instructions for facilitating each session, exercise and the accompanying facilitation tools. The method uses different tools such as posters, puppets and role plays. The ensuing exercises seek to deliver fundamental hygiene lessons and information in a fun and memorable way.

CHAST originally grew out of a series of sessions held with school children in Somaliland in 2002, during which the exercises and lessons of PHAST were reviewed and adapted to suit the specific needs and understanding of children. Having been successfully implemented in Somaliland, the methodology was then adapted to use in other places among them South Sudan and Ethiopia. This was achieved by tailoring it to the local hygiene and sanitation needs of Sudanese children. This new version is based on the lessons learnt from different countries and is meant to be used as a generic manual anywhere in the world.



How CHAST Works

CHAST is based on the proven premise that personal hygiene practices are usually acquired during childhood – and that it is much easier to change children’s habits than those of adults. Because the PHAST approach was initially designed for adults, it has been carefully revised and adapted to suit the needs of children. It follows a learner or child-centred approach:

“Tell me, and I forget”

“Show me, and I may remember”

“Involve me, and I will understand”

While children have less knowledge and experience, fewer responsibilities and a different conception of time and the future, they are also naturally inquisitive and eager to learn. The CHAST approach takes advantage of these natural attributes and focuses on the development of life skills beyond the initial aim of hygiene and sanitation training.

CHAST encourages children to actively participate in open discussions and, wherever possible to share their experiences and ideas with their peers. Three characters *Ruby*, *Naughty* and *Smarty* have been created to encourage children to speak out on specific sensitive topics, while a puppet named *Dolly* is passed around to encourage young or shier children to take part in the discussions.

In the CHAST exercises, children are encouraged to work independently in pairs or in small groups, and then to present their thoughts and findings to the larger group. Above all else, CHAST tools are meant to be fun – involving games, exercises and role plays that prompt the children to discuss and genuinely understand the key issues related to personal cleanliness and hygiene.

The process of behaviour change is dependent on several factors and hygiene and sanitation awareness is just one of them. The knowledge of good hygiene practices without appropriate physical infrastructure like sanitation facilities and water sources may greatly hinder the process of adapting good behaviours.



Using the CHAST Guide

This CHAST guide is designed to become an instructive manual. Each of the CHAST sessions is described in detail, together with the accompanying tools and exercises.

Before using this guide, you must have received training in the CHAST methodology. After training, the guide will serve as a reminder of how to facilitate each activity. Once you have become familiar with the sequence of activities, you will depend less on the guide. The guide may also be useful for Programme Officers who are responsible for monitoring and evaluating CHAST programmes.

Before you begin working with the children you must:

- Read through the entire guide carefully and make sure that you understand the purpose of each activity
- Read Part V, paying particular attention to the list of sample drawings and other tools for the respective activities
- Find an artist to draw these pictures for you. Make sure the scenes and people they contain will appear familiar to the community with whom you will be working with
- Gather together all the materials you will need for the respective activities such as: the posters, sticky tape, pins, puppets, etc.
- Practice the activities with friends, colleagues or family members before you implement them with the children.



How the Guide is Organised

Part I gives an introduction to the CHAST methodology and how to use the guide. Part II explains in detail each and every activity of the CHAST sessions for lower primary school classes. Part III elaborates on the activities that can be used in upper primary school, while part IV explains how these lessons can be institutionalised through the establishment of School Health Clubs. Part V gives insight in the development of your own CHAST tools, and what is needed for the different activities.

Toolkit

Part V provides guidelines to help you prepare a set of your own tools as well as sample lists of the types of posters, card games and puppets that you will need. Please remember that these lists are provided as a guide only – toolkits must be developed with drawings that match the people and environment you will be working in. The customs, religion, class, draw, interpersonal relationships, lifestyle, types of activities, buildings and facilities (such as water sources and toilets), vegetation and animals shown should be like those of your group.



The CHAST Methodology

The CHAST approach is based on three different methodologies:

1. Participatory CHAST sessions for lower primary school children
2. WASH related learning activities for upper primary school children
3. Establishment of School Health Clubs

All methods are described in the chapter below, with detailed descriptions of each step and activity in Part II, III and IV of this manual.

CHAST Steps for Lower Primary School

The methodology consists of five steps in which various activities and tools are employed to reinforce hygiene messages. The steps are:

1. Introduction
2. Problem identification
3. Problem analysis
4. Practising good behaviour
5. Measuring change

The steps are designed in such a way that as children go through the different steps, they build to steadily increase awareness and life skills on important hygiene and health issues, with the aim to improve their well-being.

Step 1: Introduction

This step is meant to be an icebreaker and allows children to become familiar with facilitators and the methods they will be using.

During the first activity, the introduction of facilitators is combined with the introduction of children, the objectives of the course, the three CHAST characters and the different tools used in the different sessions. The second activity allows children to reflect on their daily lives by telling stories with the help of pictures. To make it more suitable for children, the storytelling can be linked with the colouring of drawings. An initial evaluation exercise needs to be done on the children to understand the 'baseline' situation so that once they are taken through the whole CHAST process; the overall impact can be assessed in terms of the knowledge gained during the training and measure to what extent their hygiene behaviours have changed.

Step 2: Problem identification

This activity focuses on identifying the common sanitation and hygiene practices that may impact positively or negatively on our health.

Step 3: Problem analysis

The first activity is a revision of the problem identification to recall what was discussed previously. It is performed as a card game: Memory game. The second and third activities give an explanation of some of the common hygiene-related diseases that children can suffer from and how they are transmitted.

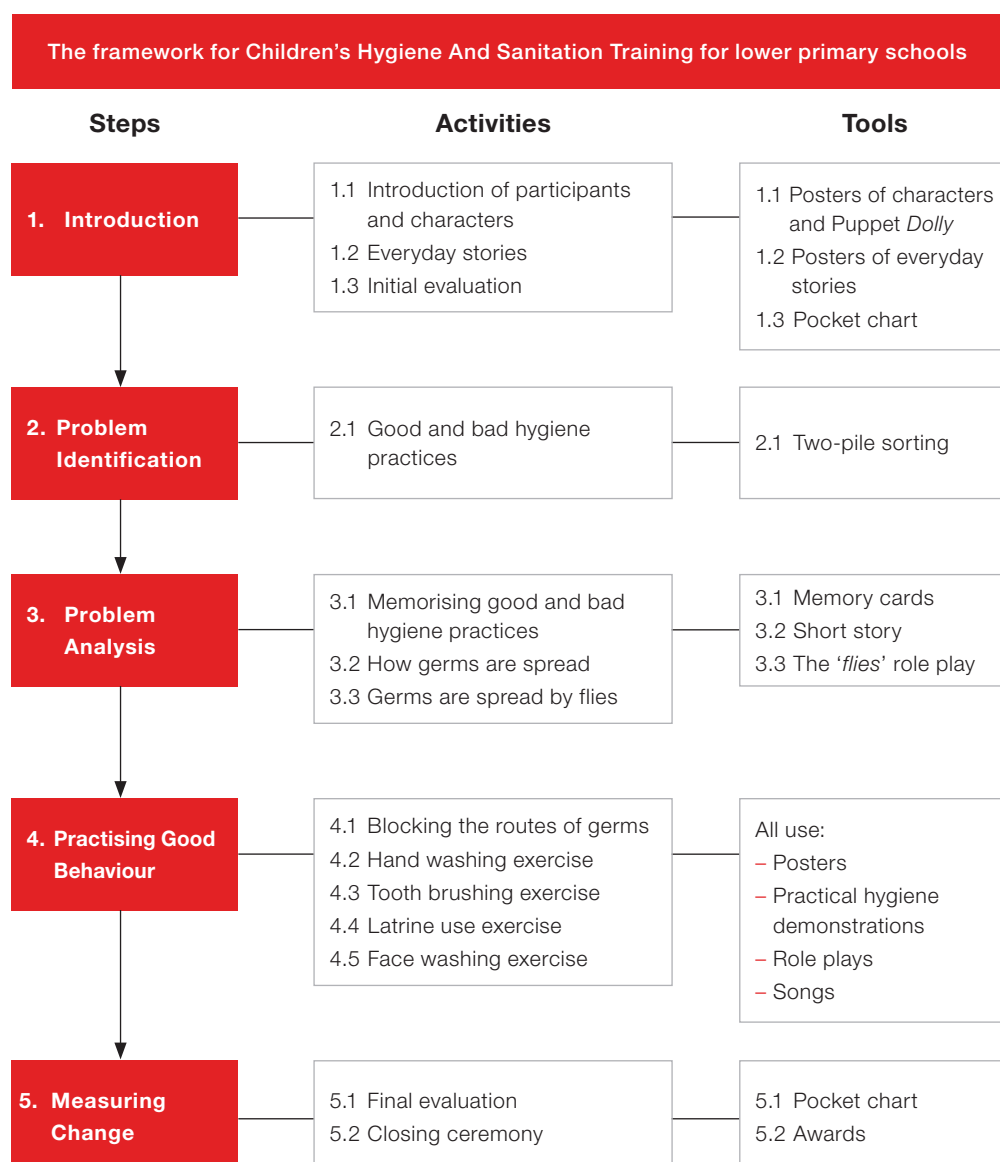
Step 4: Practising good behaviour

This step demonstrates different actions for blocking the spread of diseases, and concentrates on training in good hygiene behaviours combined with songs. All the activities connect knowledge about the spread of diseases and their prevention to the relevant hygienic practices. Practical exercises in small groups are carried out.

Step 5: Measuring change

Just like at the beginning, an evaluation exercise needs to be done on the children taken through the CHAST process to assess the impact in terms of the knowledge gained during the training. The follow-up should prove the impact of the CHAST training and provide suggestions on how to improve its methods and tools. Further systematic assessment using conventional and participatory tools should be conducted to get in depth understanding of the impact on behaviour change and provide solutions to emerging problems such as lack of sanitation facilities.

During the final session, all of the participating children receive an award for going through the training.



CHAST Topics for Upper Primary School

In addition to the three main hygiene themes identified by the World Health Organization: (1) hand washing, (2) keeping water sources clean and (3) safe disposal of faeces, two additional topics were identified to be of importance for the older school children to learn about: (4) safe storage of drinking water and (5) the importance of keeping the environment clean. Supporting the idea that upper primary school children can take responsibility for minimizing their exposure to disease and sickness, the focus of this CHAST component is on the following topics:

Topic	Tool & Activity
Topic 1: “Clean is Beautiful”	Song: Singing about hand washing Group discussion: What will happen if we do not wash our hands? Demonstration: Hand washing Drawing: At what time do we wash your hands?
Topic 2: “I Drink ... Safe Water”	Group discussion: About fetching water, and the cleanliness of water Exercise and expert presentation: Make a list of diseases that can be spread through unsafe water. Health worker visit to discuss disease symptoms, transmission and how they can be prevented Environmental walk: Observe your water sources Drawing: Once the water is drawn from the source, how do we keep drinking water safe from contamination? Group discussion: Discuss with the children the following actions to improve their health
Topic 3: “Going to the Latrine”	Group discussions: — Why is it important to use latrines? — How can flies transmit diseases? — Why do some people not use a latrine? Environmental walk: Visit the school facilities
Topic 4: “My Beautiful School”	Group discussions: — What differences do you see between school A and school B? — Why is it important to put our rubbish in a bin or garbage pit? — Solid waste management Setting up School Health Club: How to set up a School Health Club
Topic 5: “Germ Free Food”	Group discussions: — What are the differences between picture A and B? — Why is it important to cover cooked food? Story telling: My favourite food Exercise: Washing hands before school meals
Topic 6: “How to Prevent Diarrhoea”	The F-diagram: Diarrhoeal disease transmission Group discussions: — What are the symptoms of a person suffering from diarrhoea? — How can the above mentioned routes of transmission be blocked to prevent diarrhoeal diseases?

School Health Clubs

The School Health Club is one of the significant instruments for sustaining the desired hygiene behaviour change among school children. As a complimentary to the CHAST methodology, it serves to carry on with the hygiene messages even after the completion of the CHAST training sessions. It also serves as a vehicle to reach to the children who do not come to the school and the community at large with key hygiene messages through outreach programmes.

School Health Clubs are usually formed to encourage positive health and hygiene practices amongst students and their family members. Activities that should be undertaken by School Health Clubs are:

Discussions to generate awareness on issues related to health, sanitation and hygiene

Preparing health messages and presenting these messages in schools; organising lectures by inviting experts; using posters to spread health messages in classes and setting up health corners in schools; and organising health walks, which allow children to observe nature and discuss issues related to hygiene, sanitation and other aspects of healthy living etc.

Forming healthy habits

This is achieved through involving the children in: Keeping classrooms, school surroundings and the school latrines clean; organising campaigns to build healthy habits linked to water use and school latrines; maintaining school water sources (including taps) and keeping their surroundings clean; collecting disposing of wastes generated in the schools, keeping waste bins in the classrooms, making compost pits and using paper bags; campaigns to develop healthy food habits and avoid food that is prepared and kept unhygienically, sweeping the eating area and sitting away from flies.

Dissemination of knowledge and practices

Through meetings and campaigns organised in the school: SHC members explain health messages and other issues; visit poor neighbourhoods and people in their homes; participate in community cleaning campaigns in selected public places; and encourage children to discuss these topics with parents and other family members.



CHAST Tools

The CHAST sessions utilise a variety of enjoyable activities and tools to encourage children to explore and discuss different elements of their own hygiene and sanitation. The main tools include:

The CHAST Characters

Three characters, *Naughty*, *Ruby* and *Smarty*, have been created to encourage children to discuss specific hygiene and sanitation topics. These characters have been carefully designed so that young children can identify with them and their attitudes and behaviours.

The names of the characters can be adapted to the local context as to where the sessions are applied (think of language, culture, etc.).

Puppet

The puppet *Dolly* can be successfully used by both facilitators and children to contribute to discussions about important hygiene and sanitation issues, particularly by young girls and quiet children, who may otherwise be shy about taking part in such discussions.

Coloured Posters

Around 60 posters are used, which are generally of A4 size and are laminated to make them more durable. Coloured posters are much more attractive and easier to recognise than black-and-white ones.

The posters are used for the following purposes:

- To introduce the three characters namely, *Ruby*, *Smarty* and *Naughty* who will guide the children through the CHAST course
- To start the CHAST sessions. These are mainly posters showing the characters involved in different situations within each topic. The posters are used to start the exercise in a fun way and then have a discussion on that specific topic
- To show how children are involved in good and bad hygienic behaviours
- To illustrate short stories told by the children about hygienic problems and solutions
- To illustrate more wide-ranging hygiene and sanitation presentations by groups of children



Role-plays

In general, role-plays are used in the context of awareness raising and in encouraging interaction between children. In CHAST sessions, they can be used to illustrate situations from everyday life in order to raise awareness about common hygiene problems and to create a positive environment for the discussion of more sensitive topics.

Because role-plays do not require obvious acting skills, they can successfully be used to help children enact and honestly describe real life situations. Role-play rules:

- Role-plays should focus on a single topic, which has been agreed beforehand
- If possible, the role-play should be rehearsed by the main ‘actors’ beforehand
- A role-play should be followed by a free and frank discussion of the main issues that emerge
- The role-play itself should not last more than 10 minutes
- Although the end of the play can be left ‘hanging’, the last scene should be exciting and memorable

Drawings for Colouring

Simple black-and-white drawings illustrating situations related to each exercise can serve as a useful and fun introduction to each topic – or be used as an ‘ice-breaker’ for children to introduce themselves to the facilitator and the other children. The facilitator should print a master set of the drawings for colouring, from which photocopies can be made. For the best results, colouring should be done with pastel crayons – although ordinary crayons or watercolours will also yield sufficient results. The assistance of a competent local artist can also help with this activity.

Card Games

An easy-to-play card game has been designed to reinforce lessons about good and bad hygiene behaviours. The Memory game is used to help younger children remember and memorise good and bad hygiene practices, when trying to find two matching cards with the same illustrations on hygiene practices.



Songs and Story Telling

As an important part of many traditional cultures, the act of telling stories and singing well-known songs is an exciting way to attract children's attention to hygiene and sanitation matters. In some situations, it may be possible to use local songs – or to create new ones – that carry messages related to cleanliness or personal hygiene and they can be used to begin or end a CHAST session.

Flipcharts

For the hygiene training for upper primary school, a special handbook, also referred to as flipchart, is used. The design of the handbook allows the teacher to show the drawings to the group, while he/she can refer to the backside of the drawing for the script, discussion questions, games and answers. The teacher can then 'flip' over to the next session/topic.¹

The text provides 'suggested' and not 'strict' guidelines, while the drawings present different story lines about the principal characters *Naughty*, *Ruby* and *Smarty*. The drawings compare 'good' and 'bad' behaviours that influence our health and well being. Although it may be useful to introduce key points for the group discussion during the telling of the story of the pictures, teachers should try not to interrupt the flow of the story too often. After the story they should introduce the key points for discussion that are also mentioned on the flipside of the respective pages.

Pocket Charts

A Pocket chart is used to help to collect, organise and analyse information on individual sanitation practices. To make a pocket chart the following materials are needed: A pocket chart or local alternative (tins, jars, envelopes etc.), drawings of defecation sites (latrines, open ground, forest, bushes, river etc.) and hand washing practices (with soap and water, with only water, no washing), and voting materials such as pebbles or seeds, and blank paper for recording the results obtained.

Place the pictures horizontally across a wall or on the ground and place a 'pocket' beneath each picture for each row. The pocket chart must be set up in such a way that children can place their voting materials without being seen by others. This way it can be used to collect information confidentially on what children are actually doing in the school. Stress the need for children to be honest when placing tokens.

Give each child a voting material (this can be a small stone, seed, piece of stick or anything to hand that can be counted) and ask them to place their vote in the pocket under the drawing which they use most often to defecate or which hand washing picture applies to them. Once all children have voted ask a volunteer to count the pebbles in each pocket and display the totals. These findings are then used to facilitate a discussion on the meaning of the totals – which hygiene behaviours are most commonly practiced by children? Why? How do these behaviours affect the health of children?

The results will also be recorded for monitoring purposes to monitoring change in behaviour over time.

¹ This handbook came into being by combining similar experiences from AMREF in Kenya who developed the PHASE materials (flipcharts) (1998) and from experience by IRC International Water & Sanitation Centre who developed the "The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment" (2005)



CHAST Facilitation

The role of the Facilitator

The CHAST facilitator's role is a coordinating and moderating one, focussed on helping the children to discuss their hygiene practices and to participate in memorable exercises and discussions on good hygiene.

Facilitators should remember the following key points about CHAST facilitation:

- Facilitating is about inspiring and participating, rather than direct instruction and frontal teaching
- Facilitators should try to sit among the children themselves
- The facilitators should wherever possible encourage young or shier children to take part in the discussions; fun games, characters and puppets can help to encourage shy children to join in

Facilitators should only assist the children directly if they are experiencing obvious difficulties, i.e. if a small child is having difficulty reaching up to the pin-board. For these reasons, CHAST encourages a “child-to-child” approach by focusing on broader life skills through the use of the following participatory tools and methods:

- The three leading characters that are mentioned in every session, allowing the children to easily recognise and understand the continuity of the process
- The puppet *Dolly* encourages young or shy children to speak in larger groups
- The children work independently in pairs or small groups
- The children present the results to the group themselves
- The children are actively engaged through colouring drawings, playing games, and doing exercises
- Each session ends with a song, which is chosen by the children themselves



Methods of Facilitation

The following is an explanation of how to make facilitation easier and efficient at different stages of CHAST:

Facilitating presentations by children: the ‘3 Ts’

Most CHAST activities can be successfully concluded with a presentation of the main lessons learned by the children themselves. In making such a presentation, children should be encouraged to follow the easy steps described as the ‘3 Ts’:

- **Turn:** Face the audience and look directly at them
- **Touch:** Point to a poster or flipchart highlighting the points you are presenting
- **Talk:** Take a deep breath, make sure you speak loud enough for the audience to hear you and start your presentation with an introductory sentence, such as, **“I/We want to explain to you this poster, which shows ...”**

Children’s presentations should be practiced beforehand so that they are confident about the points they are going to make. After each presentation, the facilitator should reiterate the ‘3 Ts’ to the next presenting group.

Facilitators should try to be sensitive to children’s needs and should take care not to push them too hard – particularly young and shier children. Explaining everyday life in pictorial form is not always a straightforward task!

Facilitating role-plays

Role-plays are a popular tool for participatory learning. They can encourage children to discuss hygiene issues by addressing several senses at once, including their emotions. In debating with matters of hygiene, role-plays can provide a perfect formula for addressing and expressing opinions on common hygienic practices and attitudes. They can also be used for reviewing the main issues of a discussion or for ‘breaking the ice’ between sessions.

Like any other tool, role-plays are much more convincing and compelling if you include your own ideas and experiences. Encouraging children to act out their own experiences can be an interesting way to raise new issues and personal fears.

After the role-play, the facilitator should start off the discussion with a couple of carefully chosen *observations*. He/she should also help children to *understand the message* that has emerged, and to *reach a conclusion* about what they have witnessed. The achievement of these goals can be ascertained by asking one or two key questions, such as:

Observations

What did you see? What kinds of characters were involved? What are the main differences between these characters?

Understanding the message

What are the reasons for the problem at hand? Which of the characters is right? Which is wrong?

Conclusion

How would you have behaved in this situation? What does it teach us about our own situation?

Facilitating working groups

It is more useful to divide children into 'working groups' by a random method other than according to age or friendship. The easiest way to divide a group of children randomly is to move through the group, allotting each child a number from 1 to 4 (in the case of using four working groups; this can be more or less if needed). The children are then invited to sit in four groups according to the number they were given. The children can also be divided according to different animals e.g. camels, cattle or lions, to make the exercise more fun.

Course Duration

The CHAST courses with one session of two hours every week may take about one to two months, while the follow-up phase takes another one month, with regular supervision at fixed intervals. We would strongly suggest not facilitating all steps of CHAST within a much shorter period. An intensive and long contact between the children and facilitators is undoubtedly the best basis for a satisfactory understanding and long-term impact. The establishment of School Health Clubs will ensure that the lessons learnt during these months will be prolonged and instituted.

Preparation of Sessions

If not already integrated into school (extra-)curriculum activities, then, CHAST facilitators should first contact the local leadership and primary school teachers to agree on the venues, dates and times of each CHAST course and later on the individual sessions. While the local leaders will normally only want to take part in the opening session, the teachers may often be interested in attending the whole course. This can be very useful for sustaining hygiene and sanitation issues on the children's formal education curricula.

The target group of CHAST training usually includes children between the ages of five and 15 years. Because of its participatory nature, each session should ideally be limited to 30 children or less. Experience shows that larger groups can lead to reduced involvement, especially by the younger and shier children. If there is a very big group, i.e. over 40 children it should be divided in half along age lines and do two similar sessions with each of the groups.

In a rural setting, CHAST sessions will usually require more time, as the children are more likely to be shy and hard to draw into discussions. Sessions in rural areas can also be made more difficult by crowds of curious spectators or bystanders.

Monitoring and Evaluation

Only by evaluating hygiene behaviours before and after the implementation of CHAST can you be sure that changes are actually taking place. However, such changes are very difficult to measure because they occur gradually and involve sensitive 'personal issues', which most people do not like to discuss. In order to measure change accurately, one must first know the situation that existed before the project began (see Part II Step 1 Activity 1.3 'Initial Evaluation').

Monitoring and evaluation is only possible if one first collects accurate and realistic base-line data. We recommend two indicators that are comparatively easy to collect and check and are therefore neither too costly nor time consuming. The indicators pertain to the most important messages of CHAST:

- Proper hand washing
- Hygienic latrine use

Indicator for Hand-Washing Practices

Quality and quantity:

After having carried out all the CHAST sessions, at least three-quarters (75%) of the children should adapt the practice of washing their hands with soap after defecating and also demonstrate and describe good hand washing techniques in order for a significant impact to be felt in terms of diarrhoeal disease reduction.

Monitoring intervals:

At the beginning of the CHAST sessions, a baseline survey is done to obtain information on the current knowledge and practices of children being taken through the course; (see Part II Step 1 Activity 1.3 Initial Evaluation). Accurate baseline information is necessary in order to compare how many children could demonstrate good hygiene practices before and after the course. A similar exercise is held at the end of the CHAST sessions; (see Part II Step 5 Activity 5.1 for Final Evaluation to measure change).



Tools:

Interviews and demonstrations by a sample of children from the village (sample size to be dictated by village size).

Remarks:

The 'good hand-washing techniques' require clear criteria. This is discussed further in Part II Step 4, Activity 4.2. If more than a quarter (25%) of the children are still not washing their hands properly or not at all at critical times, this is usually a sufficient indication that more follow-up work is necessary in order to provide better hand-washing practices.

Indicator for Latrine Use**Quality and quantity:**

75% of the children in a village state that they use the latrine whenever they need to relieve themselves, rather than defecating out in the open.

Monitoring intervals:

Beginning of the CHAST sessions, (see Part II Step 1 Activity 1.3 for Initial Evaluation to obtain baseline data). Accurate baseline figures are necessary in order to show how many children could demonstrate good hygiene practices before the project began. A similar exercise is held at the end of the CHAST session; (see Part II Step 5 Activity 5.1 for Final evaluation to measure change).

Tools:

This includes a pocket chart for analysing the hygiene behaviours through voting, together with observations and interviews of pupils.

Remarks:

In order to achieve this indicator, there must be a sufficient number of latrines in the village. The baseline survey should also answer this question beforehand. If not, the exercise can be presented in such a way that it only focuses on latrine use when attending school classes.

Part II:
Step-by-step CHAST activities
for lower primary school

Step 1: Introduction

This step is an 'ice-breaker', familiarising the children with the facilitators and the tools they will be using. The step consists of two activities, to be completed in one session of approximately an hour's duration. The first activity involves the children introducing themselves with help of the puppet *Dolly*, while the second encourages the children to reflect on hygiene habits from their everyday lives and the third is an initial evaluation of their (current) hygiene practises (baseline).

Step 1 activities	Activity 1.1	Introduction of participants and characters
	Activity 1.2	Everyday stories
	Activity 1.3	Initial evaluation

Step 1 objectives	By the end of this step, the children will have:	
	—	Known the facilitators, characters in CHAST and their classmates
	—	Made presentations about their everyday lives
	—	Establish the current hygiene practices of the children

Activity 1.1: Introduction of participants and characters

Objectives	By the end of this session, the children will have:	
	—	Known the facilitators, the puppet <i>Dolly</i> and the characters <i>Naughty</i> , <i>Ruby</i> and <i>Smarty</i>
	—	Learnt how to use puppets as a method of communication
	—	Introduced themselves to the other participants
	—	Become familiar with the main CHAST tools

Duration	25–30 minutes
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Materials	—	The puppet <i>Dolly</i>
	—	A set of posters of the characters <i>Smarty</i> , <i>Naughty</i> and <i>Ruby</i>
	—	Presentation materials



What to do

1. Make the children sit in a circle with the facilitator sitting among them;
2. The facilitator should start by introducing him/herself: **“My name is ... , my age is ... , and my favourite colour is ...”**;
3. Now introduce the puppet *Dolly* and the special position it holds as the all knowing, wise and just; and a trusted friend to identify with. *Dolly* is the power broker and whoever has *Dolly* can lead in the activity being carried out: **“This is our puppet *Dolly*, whose favourite colour is [red / blue / yellow / ...].”**
The answer depends on the colour of the dress it is wearing;
4. Finally throw the puppet to a child and invite him/her to introduce themselves: **“Please introduce yourself. Tell us your name, your age and your favourite colour”**;
5. When the child has finished, ask them: **“Please throw the puppet to another person”**;
6. When everybody has been introduced, introduce the characters *Naughty*, *Smarty* and *Ruby*. With the help of the posters, give a short introduction: **“Here you can see *Smarty*. He is 10 years old and his favourite colour is blue. Watch how he is blowing his nose. This is a hygienic way of clearing your nose”**.
“Let me introduce *Smarty*’s friend, *Naughty*. He is nine years old and he likes the colour black very much. Look how he is clearing his nose. Isn’t it unhygienic?”;
7. Introduce the last character, *Ruby*. Invite the children to finish the last sentence of your introduction: **“This is *Ruby*. She is the elder sister of *Naughty*. She is 10 years old and her favourite colour is ...”**;
8. The children should recognise the blue colour of her dress and shout out **“Blue!”**
The facilitator should confirm this **“Yes, it is blue”**;
9. The session is closed with a song proposed by the children.

If you only have one session for both activities, skip No. 9 and continue with No. 6 of the second activity.

Notes for facilitators
<p>a) The first two introductory sessions can be used together or, if you are running out of time or the children are very shy, just the first session can be used.</p> <p>b) Sit down among the children, which will encourage them to be less shy and more active. It will also give them the feeling that they are not being lectured to.</p> <p>c) If a proper puppet is not available, a version of <i>Dolly</i> can be improvised from a tennis ball or another ball wrapped in a small scarf.</p> <p>d) The puppet gives the children an easy way to communicate with each other by throwing it to another child or to the facilitators. The children’s teacher can also be invited to take part in the introductory sessions.</p>

Activity 1.2: Everyday stories

Objectives

By the end of this activity, the children will have:

- Presented and discussed important issues from their everyday lives
- Started building a spirit of teamwork and mutual understanding
- Understood the objectives of the course

Duration

30–40 minutes

Materials

- The puppet *Dolly*
- Characters' posters of *Smarty*, *Naughty* and *Ruby*
- A set of coloured posters showing leisure activities
- Black-and-white drawings showing leisure activities
- Crayons
- Presentation materials

What to do

If you are running activity 1.1 and 1.2 together, then continue at No. 5.

1. Seat the children in a circle with the facilitator sitting among them. Open the session by introducing yourself using the puppet *Dolly*: **“Remember me from last time? My name is ..., I am ... years old, and my favourite colour is... This is *Dolly* and his favourite colour is...”** Let the children call out **“Red”** *Dolly*’s favourite colour;
2. Introduce any newcomers by throwing the puppet to one of them: **“You’re a new face here! Tell me about yourself”**;
3. When the child has finished, ask the child to: **“Throw *Dolly* to another child who is new to the course”**;
4. When all the newcomers have introduced themselves, the facilitator should then give the posters of the three characters to his/her neighbouring children and ask them to hold them up so all the children can see them. The facilitator asks: **“Do you recognise these boys and the girl? Do you remember their names and their favourite colours?”**;

With the help of the children, the characters *Naughty*, *Ruby* and *Smarty* will be reintroduced.

5. The facilitator gives two of the coloured posters showing leisure activities to the children sitting next to him/her and asks them to hold them up. Now ask the children: **“What do you see in these posters?”** Encourage the children to explain the leisure activities in the foreground. At this time do not ask questions on the activities illustrated in the background;





6. Divide the children into two groups with preferably one facilitator in each group. Hand out copies of the black and white drawings. Use different drawings for each group. **“Find a partner and come forward to choose one poster with your favourite leisure activity”**;
7. Once pairs have been formed and each has chosen a poster, explain the exercise and distribute the crayons to all the children. Invite them to: **“Colour in the poster with your partner. Discuss with your partner what the people in the poster are doing.”** During this exercise, the facilitators should spend time with each pair of children, listening and contributing to their discussions. When most of the pairs have finished, announce the end of the exercise;
8. Ask the children to decide who will make their presentation and invite them to practice the presentation quietly: **“One of you will do the presentation of your drawing. Practise the presentation quietly without disturbing other children”**;
9. Now ask for volunteers to come forward and tell the group what their poster shows: **“Who wants to come forward and tell us what the people in your drawing are doing?”** If nobody is willing to make a presentation, do not press the children, but help them by letting them hold up their drawings and you ask specific questions they can easily answer;
10. After four or five drawings have been presented; bring the exercise to a close. If they all want to present their drawings then you can take some more time to allow for more presentations;
11. Close the session with a song proposed by the children.

Notes for facilitators

- During the introduction of the posters, it is not intended that the facilitators should mention the everyday activities in the background, which the children will be observing during their colouring.
- Let the pairs make up the stories by themselves with minimal guidance. Invite them to ask you questions about the activities portrayed in the pictures. Do not mention the quality of the colouring itself.
- If possible, use a bell instead of calling out to signal the end of this exercise – and all further group work during the course.
- Offer the children assistance on their presentations, using the ‘3 Ts’: Turn, Touch, and Talk. Emphasise that they should practise their presentations quietly- so as not to disturb other pairs.
- The purpose of this activity is to help children express issues that are of concern to them. Do not be worried if the presentations are not perfect. At this time what is most important is to enable children to come forward and express their ideas.

Activity 1.3: Initial evaluation

Objectives	To collect and analyse baseline information about the children's current key hygiene practices (hand washing and latrine use) before starting the CHAST course.
Duration	30–40 minutes
Materials	<ul style="list-style-type: none"> — Pin board and pins — Poster of a boy, poster of a girl — 3 posters of hand washing: washing with water and soap, washing with water only and not washing — Poster of a child using a latrine/toilet, poster of a child defecating in the open — 3 large envelopes — Coloured paper clips or any other type of token that can be used for voting exercise — Notebook and pen for recording results
What to do	<ol style="list-style-type: none"> 1. Greet the children and explain the objective of the session; 2. Count and record the number of children in the class, noting the number of boys and girls separately; 3. Pin the poster of the boy and girl on the board with an envelope under each of them; 4. Give each child a token (paper clip, a small piece of paper or pebble). Give all the boys one type and all the girls a different type; 5. Tell the children you want to gather information and you will be asking several questions. The first is an easy sample question: “Are you a girl or a boy?”; 6. Instruct the boys and girls to put their token in the envelope under the poster of their gender (boy or girl); 7. Turn the board around so that the rest of the class cannot see where the child puts his or her token; 8. Let all the children place their tokens in the envelopes; 9. Once they have finished casting their tokens, turn the board around and empty each envelope; 10. All the boys' tokens should be under the boys' picture and the girls' tokens under the girls. If you count more boys tokens (or girls) than there are boys in the class room, then some children might have put their token in the wrong envelope, gently explain why it is incorrect and make sure they understand how to use the pocket chart. You can also use different colours or shapes for boys and girls. 11. Now clear the board, and pin the picture of the boy using the toilet at the top. Underneath, pin the three pictures of hand washing (water and soap, water only, not washing at all) side by side with an envelope under each; 12. Redistribute the tokens;

13. Tell the children you want to know whether they normally wash their hands with soap, with water or not at all after using the toilet or the bush. Make it clear that you do not want to know what the correct answer is; you simply want to know what the children currently do at home;
14. Turn the board around again so that nobody can see where they put their token. Tell the children that it is a secret and they can therefore be honest.
15. After all children have placed their tokens, turn the board around and count and record the number of tokens in each envelope;
16. Discuss your findings with the children;
17. Re-do the activity but with only two options on where they defecate: the picture of the boy using a latrine and a picture with a boy defecating in the open/bushes. This time the question is: **“Where do you normally go to the toilet?”**;
18. After collecting and recording all the information, conclude the session with a song.



Step 2: Problem Identification

This is a long and important activity. It compares good and bad habits and focuses on hygiene behaviours that are related to the spread of diseases.

Step 2 activities Activity 2.1 Good and bad hygiene practices

Step 2 objectives By the end of this step, the children will have identified particular habits as either hygienic or unhygienic behaviour.

Activity 2.1: Good and bad hygiene practices

Objectives By the end of this activity, the children will have:

- Identified the habits of *Naughty*, *Ruby* and *Smarty* and classified them as good or bad behaviour
- Recognised the 'Smiley's' as symbols of good and bad behaviour
- Identified the activity on their poster and classified it as good or bad habit
- Presented their activity to the group
- Identified positive counterparts for negative habits
- Fixed the corresponding posters opposite each other on the pin-board

Duration 40–50 minutes

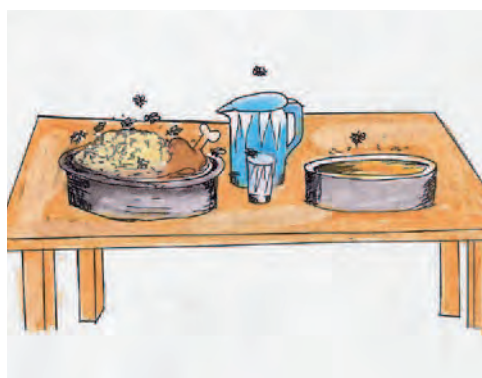
Materials

- The puppet *Dolly*
- The 'Characters' set of posters of *Naughty*, *Smarty* and *Ruby* from Part II Step 1 Activity 1.1
- The '*Naughty* is unwell' poster from Part II Step 3 Activity 3.2
- Smiley's
- The set of posters entitled 'Good and bad hygienic practices' (Part II Step 2 Activity 2.1)
- Presentation materials



What to do

1. Open the session with the puppet *Dolly* commenting: **“Do you remember me? What is my name? What is my favourite colour?”**;
2. Seat the children in a circle, with the facilitator sitting among them;
3. *Dolly* points to the facilitator holding him: **“Do you remember his/her name and his/her favourite colour?”**;
4. If there are any newcomers then ask them their name by throwing the puppet to him/her: **“Tell us about yourself. What is your name, your age and favourite colour?”**;
5. When the child has finished, tell him/her: **“Throw *Dolly* to another child who has not yet been introduced”**;
6. Give the posters of the three characters to children close to you. Instruct the children to hold up the posters and ask them: **“Do you recognise these boys and girl? Do you remember their names and favourite colours?”** With the help of the children, reintroduce *Naughty*, *Smarty* and *Ruby*;
7. The facilitator should now explain the purpose of this session: **“Everybody has been sick some times, and nobody is healthy and feeling well all the time. Today we want to talk about diseases ...”**;
8. Hold up the ‘*Naughty* is unwell’ poster and explain it: **“*Naughty* is ill and cannot play outside because he has diarrhoea. What can you see in this poster?”**
The children identify *Naughty* lying at home, *Smarty* visiting him and *Ruby* taking care of her brother *Naughty*;
9. Read out *Naughty*’s quote in a weak voice: **“I wish I were as strong as you *Smarty* and *Ruby*. The two of you are never ill”**;
10. Then read out *Smarty*’s answer: **“I try to avoid bad practises, which can make us sick”**;
11. Point to the posters of the three characters and ask the children: **“Can you see a habit that can make a child sick?”** The children should point out *Naughty* eating without washing hands. Check that this poster is indeed available;
12. Now show the smiley’s to the children and explain their purpose: **“The green happy smiley symbolises a good hygienic habit which makes us happy and healthy and the blue sad smiley a bad habit that could lead to sickness”**;
13. Fix the symbol for good habits happy smiley on one corner of the pin-board or wall and that for bad habits (sad smiley) on the other corner;
14. Begin a sorting process by holding up the poster of *Naughty* and asking the children: **“On which side of the board should we fix this poster of *Naughty*?”**;
15. Ask a child that responds correctly to fix the poster on the pin-board below the blue symbol as it represents sickness and unhappiness;



16. Now ask the children: **“What about *Smarty’s* and *Ruby’s* habits?”** The children should recognise these habits as good habits, and fix them below green symbol;
17. Remember to enthusiastically praise each child who offers a right answer;
18. Distribute the posters of ‘Good and bad hygiene practices’ to the children;
19. The facilitator should now explain: **“You have got a poster portraying either a good or a bad habit. Please explain your poster to us and then pin it to the board under the happy or unhappy smiley!”**;
20. Organise for every child to come to the front and explain the habit on their poster and why it is good or bad. After each presentation, invite them to pin the poster onto the board. Remember to encourage and praise each child in turn;
21. The facilitator now takes over, explaining that for most good habits there are corresponding bad habits. Ask the children: **“For each bad habit there is also a good habit. Can you show us an example?”** When one of the children identifies a corresponding pair, invite them to, **“Remove the two posters. Please stay there and remove the corresponding pairs as they are identified”**;
22. Help the children to pin their posters back in the right places on the pin-board;
23. Conclude the activity with a song.

Notes for facilitators

- When fixing the smiley’s to the top of the pin-board, allow sufficient space for all the posters to be pinned beneath. For this reason, a facilitator should assist when pinning up the first poster of *Naughty*.
- Carefully select the posters to be used, so that all those habits with a counterpart are included.
- Young children may be too shy to come forward and present their posters. In such cases, it may be useful to invite an older child or sibling to assist them.
- The whole session should not take longer than a normal lesson at school (i.e. 40–50 minutes).

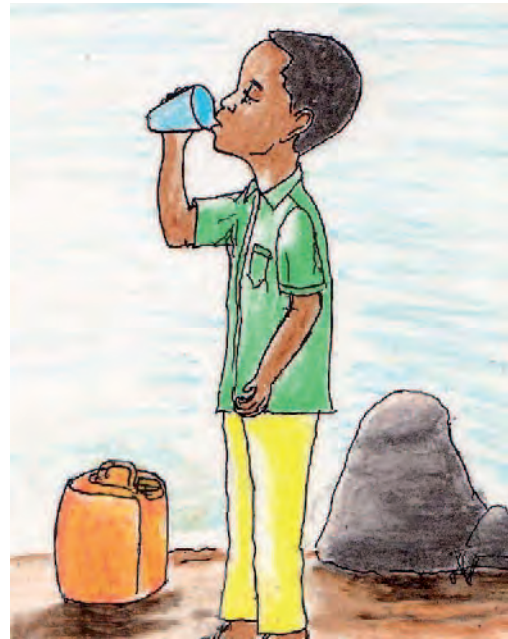
Step 3: Problem Analysis

This step analyses the problems identified during step 2 and explains some of the common hygiene-related diseases that children can suffer from and how they are transmitted. It shows the relationship between bad personal hygiene and the outbreak of diseases and puts extra emphasis on and explains the role of flies in spreading diseases.

Step 3 activities	Activity 3.1: Memorising Good and Bad Hygiene Practices Activity 3.2: Germs Are Spread by Flies Activity 3.3: How Germs Are Spread
Step 3 objectives	By the end of this step, the children will have: <ul style="list-style-type: none"> — Recognised the fundamental differences between good and bad hygienic habits — Understood that flies transmit diseases — Understood that there are many ways to stop the transmission of germs — Learned several easy ways of protecting themselves from diseases like diarrhoea, such as washing their hands and covering food

Activity 3.1: Memorising good and bad hygiene practices

Objectives	By the end of this activity, the children will have: <ul style="list-style-type: none"> — Presented pairs of Memory cards with hygienic practises to the group and explained them — Formed pairs of 'matching' habits in the card game Memory — Learned how to play the game without assistance
Duration	30–40 minutes
Materials	<ul style="list-style-type: none"> — The puppet <i>Dolly</i> — The set of posters entitled 'Good and bad hygienic habits' — At least three sets of the Memory card game
What to do	<ol style="list-style-type: none"> 1. Make the children to sit in a circle; 2. Open the session with a friendly greeting from <i>Dolly</i>: "Hello, how are you this morning /afternoon? I am fine. My name is <i>Dolly</i> and my favourite colour is [dress colour]. Please can you also tell me your name and your favourite colour?"; 3. Throw the puppet to one of the students, especially if there are newcomers and ask them to introduce themselves: "Hi there! Why don't you tell us your name, age and favourite colour?"; 4. When the child has finished, tell him or her to throw <i>Dolly</i> to another child who has not yet been introduced; 5. When all the students have introduced themselves in this way, the facilitator asks: "Do you remember my name and my favourite colour?" Some of the children will remember;



6. You should then give the posters of *Naughty*, *Ruby* and *Smarty* to the children next to you. Ask them to hold up the posters and then ask: **“Do you recognise these boys and the girl? Do you remember their names and their favourite colours?”** With the help of the children, *Naughty*, *Ruby* and *Smarty* are reintroduced;
7. Then ask the group: **“Do you remember what we were discussing the last time we met?”** There will be some spontaneous contributions. Ensure that only one child talks at a time. This can be done by giving *Dolly* to whichever child is speaking. After each contribution, the child should throw the puppet to the next child wanting to speak. When all the contributions have been made, collect the puppet;
8. Then displays two identical cards of the Memory game – either in the centre of the circle or on the pin-board – and asks: **“Please tell me what you can see”**; This revision of corresponding hygienic habits can be done with some or all selected pairs of cards. Again, you can use *Dolly* to ensure that only one child speaks at a time.



9. Now explain the Memory game. The first time play a demonstration round together with three bright children, after you have explained: "This is a card game called Memory. All cards are shuffled and displayed in rows face down. All cards are part of an identical pair, so there are always two of the same in the game". Place the 36 cards from the 18-pair pack face down in six rows, and turn over two (hopefully different) cards. Then invites the child to your left to turn over two cards, and explain: "If your cards are an identical pair, you can take them and turn them over another two cards. All the players should look at them closely. If they are not a pair, they are again turned face down and the next person gets a turn". He then turns to the child left of the first one: "Your neighbour to the left continues: turn over two cards, check to see if they form a pair, and either keep the pair if they match or turn them face down again";
10. When the demonstration game is finished, ask the children to form groups of about eight children each; -number of groups depending on the size of the total group. When they are in groups, hand out the four full packs of Memory: "Shuffle the cards well and display them face down in four rows". Move between the different groups and offer them assistance, especially the very young children. Make sure that the turned cards stay face up for long enough – and that nobody tries to cheat;
11. When the first game is finished, change the composition of the groups so that the winners and runners-up are all together, the third and fourth placed players are together etc. Again move among the different groups offering advice and assistance;
12. When two or three rounds of the game have been played, the session can end with a song, introduced by the children.

Notes for facilitators

- Young children may find the Memory game difficult to begin with, but should catch on fairly quickly. If some children are having trouble, the facilitators could play two or more rounds with them.
- Interested children could be allowed to stay on after the song to play the game again.

Activity 3.2: How germs are spread

- Objectives**
- By the end of this activity, the children will have:
 - Become familiar with the behaviours of *Naughty*, *Ruby* and *Smarty*
 - Recognised the direct link between not washing hands and diarrhoeal diseases
- Duration** 40–50 minutes
- Materials**
- The puppet *Dolly*
 - Posters from the series entitled '*Naughty and Smarty are playing football*'
 - Presentation materials
- What to do**
1. *Dolly* the session with a greeting: **“How are you this morning /afternoon? I can again see some new faces ...”** *Dolly* gives the newcomers a warm welcome and asks for their names and favourite colours – as in the previous activities;
 2. Prior to the activity, fix the eight posters of the story '*Naughty and Smarty are playing football*' in sequence on the wall. Begin the story in an interactive way, by pointing to the first poster and asking: **“Who can you see in this picture?”** Once the children have recognised *Smarty* and *Naughty*, ask them: **“What are they doing?”** The children will explain that *Naughty* and *Smarty* are playing football. Point to the second picture and ask: **“Who can help me explain the second picture?”** With the help of *Dolly*, choose an apparently bright boy or girl to come forward and present this poster;
 3. When the poster has been presented, invite the children to form pairs with their neighbours;
 4. Now continue: **“All the pairs sitting on my right hand side, you are *Smarty* and all those on my left are *Naughty*.”** Make sure all the children know which character they are supposed to be relating to;
 5. Explain the exercise carefully as follows: **“All the pairs come forward and explain what happens to your character. When you have looked at the posters carefully, sit down again and work out with your partner exactly what happens to your character”;**
 6. When the children have finished analysing their character's story, ask those on your left hand side: **“Can one pair of you come forward and tell us exactly what happens to *Naughty*?”** When a pair volunteers, throw *Dolly* to them and invite them to present the story of *Naughty* with the help of the posters;

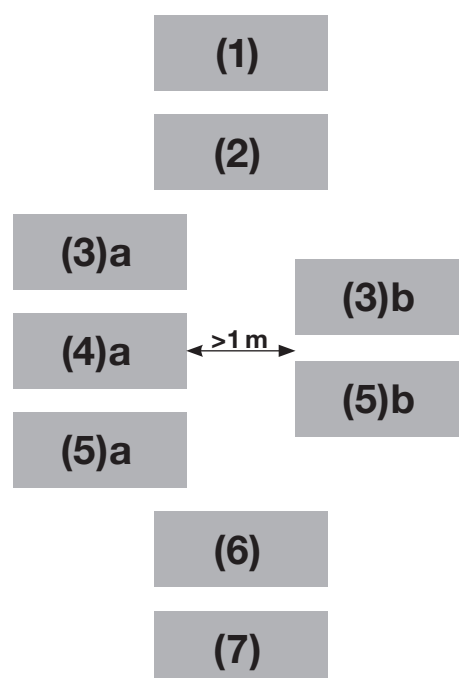


7. When the pair has finished and any additional contributions or questions have been made or asked, look to the right hand side and ask: **“Now it’s your turn. Can one pair of you come up here and tell us *Smarty’s* story?”** A pair of children comes forward, tells the story and answers questions from the group;
8. To conclude the story, ask the whole group: **“What are the differences between the story of *Naughty* and the story of *Smarty*? Why does *Naughty* become sick? And why does *Smarty* stay healthy?”** The children should explain that *Smarty* washed his hands, while *Naughty* did not. The dirt on *Naughty’s* hands caused him to be sick;
9. After picking up the additional posters, now invite the children to continue the story: **“A week later, *Naughty* and *Smarty* are playing football again. How do you think *Naughty* will behave this time? Has he learnt his lesson?”** Invite the children to develop the unfolding story with the help of the new posters on the pin-board. They can work in pairs again;
10. When most of the pairs have finished, invite three or four of them to come forward and present their new plots with the help of the posters

Notes for facilitators

The short story posters showing *Naughty* and *Smarty* playing football should be arranged such that the story begins from the top, where the boys are playing football, coming downwards. The pictures depicting the specific habits of the two boys should have a spacing of at least 1 m apart to allow each of the two groups of children in the session representing the two boys, to stand in front of their part of the story and visualize it without disturbing others.

Note: There is no Poster (4)b because *Naughty* is not washing his hands.

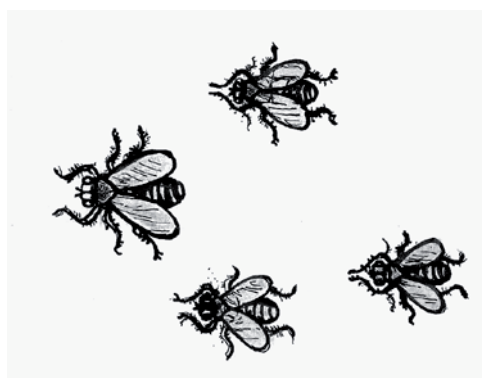


Activity 3.3: Germs are spread by flies

Objectives	<p>By the end of this activity, the children should have:</p> <ul style="list-style-type: none"> — Recognised that flies can transmit diseases — Recognised how they transmit diseases, e.g. by sitting on faeces and then on uncovered food — Discovered how covering food can prevent this route of disease transmission
Duration	40–50 minutes
Materials	<ul style="list-style-type: none"> — Props for the role play — The puppet <i>Dolly</i> — A poster showing a football — The series of posters on '<i>Naughty</i> and <i>Smarty</i> are playing football'
What to do	<ol style="list-style-type: none"> 1. Open the session with a welcome from <i>Dolly</i>: “How are you this morning /after-noon? I can see some new faces...” Give the newcomers a warm welcome and ask for their names and favourite colours; 2. Introduce the role-play: “Today we want to show you a short play. We are short of actors and we need two of you to play <i>Naughty</i> and <i>Naughty’s</i> baby brother”; 3. After selecting the two players, take them away from the session and explain the characters they are to play. Remind them of <i>Naughty’s</i> poor hygienic habits. Practice the role play with them at least twice; 4. In the meantime, the other facilitator should revise the previous session by showing some of the Memory cards: “What happened during our last session?” Ask the children to explain what happened, and discuss the hygiene behaviours shown on the cards, which are good and which are bad; 5. When the first facilitator returns, the role-play can begin. Encourage the children in the audience to follow the plot carefully; 6. With the two children, perform the role-play; 7. At the end of the play, encourage the audience to applaud the players. Then ask them: “What did you see?”, “What happened in this family?”, “What happened to the food?” and “What may happen to <i>Naughty</i>?”; 8. After this discussion, point to the posters showing the 'Tools of personal hygiene' and ask the children: “What do we need to keep germs like those affecting <i>Naughty</i> away from our hands and mouths?” 9. Throw <i>Dolly</i> towards one of the children putting their hands up. Invite him/her to come forward with <i>Dolly</i>, remove one of the posters, and explain its purpose to the group. Repeat the process until the 'Tools' have been explained.

Script of the *Flies Role-Play*:

Characters	The mother, <i>Naughty</i> , a toddler and the fly (all played by children)
Materials	<ul style="list-style-type: none"> — Poster of a fly (to attach to the clothes of the person playing the role of a fly) — A handful of sand and small stones, symbolising faeces — Four plates — A mat — Onions or potatoes (symbolising food)
Duration	10 minutes
What to do	<ol style="list-style-type: none"> 1. <i>Naughty</i> and his mother and her toddler are sitting on opposite sides of the mat, with two covered plates filled with onions or potatoes in front of them. The fly cruises slowly around them and sits in a corner, buzzing quietly; 2. The mother uncovers the plate in front of her and starts feeding the toddler; 3. <i>Naughty</i> uncovers his plate and starts eating; 4. <i>Naughty</i> leaves the mat without covering the plate. He steps 'outside', although he can still be seen by the audience. He squats down and pretends to defecate, letting a handful of stone/sand fall onto the ground; 5. <i>Naughty</i> returns to the mat, sits down and continues eating; 6. The fly flies towards the faeces and sits on it. It collects some of the sand from the faeces and flies back towards the mother and the toddler; 7. The fly tries to land on their plate, but it is swatted by the mother, who covers the food; 8. The fly goes to <i>Naughty</i>, flies around him, and sits on the unguarded plate. <i>Naughty</i> continues eating and ignores the fly; 9. The fly drops its sand unto <i>Naughty's</i> plate and flies back to the mother, who swats it away again; 10. The fly returns to its corner; 11. <i>Naughty</i> pretends to eat some of the sand from his plate. Suddenly, he looks very anxious and puts his hand on his stomach. He bends his body signifying great pain and put his hand over his mouth; 12. <i>Naughty</i> runs out and pretends to vomit on the ground; 13. The actors stand up in front of the audience, link hands and take a bow. The facilitators thank the two children for taking part in the play.



Notes for facilitators

- Before the role-play can begin, the two children taking part must be 'tutored' by the facilitator about their roles.
- One of the children will play *Naughty*, a character with notorious hygiene behaviour. The second will play a toddler, being fed by his/her mother.
- It may be important to stress to the character playing *Naughty* that his role will not reflect at all upon his own personal hygiene habits. Both the children should practise their roles several times, with positive and constructive criticisms from the facilitator/s. both children must understand exactly what messages the role-play is designed to convey.
- You can place the serialised posters for revision in the centre of the circle, as long as they remain visible to everyone.
- The revision exercise should last at least 15 minutes, in order to allow the other facilitator to rehearse the role of *Naughty* with the boy who will be playing him.



Step 4: Practising Good Behaviour

This step will involve training children in practical skills that are essential for good personal hygiene.

Step 4 activities	Activity 4.1	Blocking the routes of germs
	Activity 4.2	Hand washing exercise
	Activity 4.3	Tooth brushing exercise
	Activity 4.4	Toilet use exercise
	Activity 4.5	Face washing exercise

Step 4 objectives	By the end of this step, the children will have an understanding of how to:
	— Block the routes of transmission of germs
	— Wash their hands properly
	— Brush their teeth properly
	— Use the latrine in a hygienic way
	— Wash their faces properly

Activity 4.1: Blocking the routes of germs

Objectives	— By the end of this activity, the children will have:
	— An understanding of how germs can be transmitted by flies
	— Knowledge on various ways of blocking the routes of such germs
Duration	20 – 30 minutes
Materials	— <i>Dolly</i> the puppet
	— Two sheets of paper pinned to each, the picture of ' <i>Naughty</i> is unwell' in the centre, and the different 'germ routes' cards (hands, food, mouth, faeces, flies etc) arranged around it
	— Marker pens
	— 'Stop!' road sign cards for blocking the disease routes



What to do

1. Seat the children in a circle, while you sit down among them;
2. Open the session with a greeting from the puppet *Dolly*: **“How are you today?”**;
3. Explain the purpose of this session: **“Today we are going to talk about how germs can make you sick.”**;
4. Explain how the different ‘Germ route’ cards can contribute to *Naughty*’s sickness, and how the children will be able to assist him by blocking the routes with other posters. Make sure that the children understand how each germ route functions and how it can be blocked;
5. Divide the children into two gender-balanced groups by counting off alternate children with the numbers ‘1’ and ‘2’. Invite all those children allocated the number ‘1’ to sit in one circle, those allocated ‘2’ to sit in a second circle;
6. Place the sheets of paper in the centre of each group;
7. With a facilitator overseeing each group, invite two of the children to draw the ‘germ route’ between different cards – with the consensus of all the members of the group;
8. Ask each group to choose their presenters, and invite them to present each group’s results to the whole group;
9. Fix a third sheet of brown paper to a pin-board with ‘*Naughty* is unwell’ in the centre, and invite the whole group to build another network of germ routes around him. Ask individual children to identify which routes can be blocked by particular hygienic practises, for example: **“Which of these routes can you block by thoroughly washing your hands?”**;
10. When a child makes a correct suggestion, invite him or her to fix the related poster over that route. Repeat the process until all the routes can be blocked;
11. End with a song introduced by the children.

Notes for facilitators

- The two groups should be gender-balanced, with roughly equal numbers of boys and girls. Discussions between the genders should be encouraged during the group work.
- The group work should not last longer than 15 minutes. The facilitator should try to minimise his/her assistance in these discussions. Before the presentations, remind the presenters of the ‘3Ts’ and give them few minutes to rehearse their presentations.

Activity 4.2: Hand washing exercise

Objectives

By the end of this activity, the children will have:

- A better understanding of the importance of washing hands as a measure of disease prevention
- The ability to wash their hands properly with soap or washing powder
- Clear steps for washing hands with soap or washing powder
- Black-and-white drawings to back up this lesson

Duration

30–40 minutes

Materials

- *Dolly* the puppet
- 'Personal hygiene' posters
- Black-and-white 'Hand washing' drawings
- Crayons
- Water container, soap or washing powder
- A set of Memory cards
- Presentation materials

Notes for facilitators

Make sure you teach the children that proper hand washing should involve:

1. Wetting both hands
2. Applying soap, or other cleansing agents, to both hands
3. Rubbing the palms and the fingers thoroughly against each other
4. Rinsing off the dirt with enough water and dry the hands on a clean towel or leave them to dry naturally



What to do

1. Seat the children in a circle;
2. Open the session with a greeting from the puppet *Dolly*: **“How are you today?”**;
3. Ask the children to look at the posters displayed on the pin board. Using the posters, name the tools that are important for personal hygiene (soap, washing powder and water).;
4. Invite certain children to pick a poster and explain the ‘hygienic lesson’ it is trying to convey. When they are finished tell them to take back the posters to their seats;
5. When all the posters have been explained, collect them from the children and remove others from the pin board;
6. You can now announce the topic of today’s session: **“Today we are dealing with hand washing. Why is it so important to wash your hands regularly and thoroughly?”** The children should be encouraged to mention diseases and their symptoms – e.g. diarrhoea, stomach upsets – that can result from dirty hands. **“When should you wash your hands?”** Make sure they have mentioned the most critical times: after defecating, before eating & before preparing food. **“What do we need for washing hands?”** Make sure the children mention: a water container, soap/detergent/ashes. Display these things as they are mentioned;
7. Now divide the children into mixed-gender groups of five or six children per group;
8. Explain that each group will practice hand washing in turn, while the other children colour the black-and-white drawings;
9. Take the first group outside and invite them to get their hands dirty by rubbing them on the soil;
10. Now ask them: **“Do we have the necessary tools for hand washing?”** If they do not, send them back to collect them;
11. Demonstrate hand washing with soap and/or washing powder in a clear series of steps. Invite the children to repeat these steps;
12. Assist any child who is not washing his/her hands thoroughly;
13. When the exercise is finished, compliment the children on their hand washing skills before returning to collect the next group;
14. Give the other children one black-and-white drawing each, and invite them to colour them in. After they have done the colouring, invite each child to read out the text accompanying their drawing and to explain what it means;
15. When all the groups have practised their hand washing, the session can be wrapped up by singing a popular song.

Notes for facilitators

- The cleaning of fingernails should not be included in this exercise, due to the common unhygienic habit of sharing nail-clippers.
- The facilitators can also mention the importance of washing hands after tying up or removing one’s shoes.
- The facilitators should always make themselves available to answer specific questions from individual children.

Activity 4.3: Tooth brushing exercise

Objectives	<p>By the end of this activity, the children will have:</p> <ul style="list-style-type: none"> — An understanding of the importance of regular and thorough tooth brushing — The ability to identify the appropriate tree/s used for tooth brushing (not applicable for (urban) settings where use of tooth brush and tooth paste is common) — An ability to choose the right branches and to cut them properly (not applicable for (urban) settings where use of tooth brush and tooth paste is common) — Knowledge of the most effective methods for brushing one's teeth — Drawings to remind them of the importance of tooth brushing
Duration	30–40 minutes
Materials	<ul style="list-style-type: none"> — <i>Dolly</i> the puppet — Black-and-white drawings on 'Tooth brushing' — Crayons — Two knives — A plastic bag — A mat — A number of local toothbrushes (optional depending on availability) — Presentation materials

Notes for facilitators

Make sure you teach the children that proper tooth brushing should involve:

- Use of a stick from a suitable tree
- Washing of the tooth brush/stick
- Chewing the stick until the bark of the top is removed and the fibres are soft like a brush
- Brushing of the upper front teeth from top to bottom several times
- Brushing of the other teeth of the upper jaw from left to right
- Brushing of the backside of the upper jaw and the chewing surfaces
- Brushing of the lower jaw
- Brushing of the surface of the tongue from the base to the tip

What to do	<ol style="list-style-type: none"> 1. Make the children to sit in a circle; 2. Open the session with an explanation from <i>Dolly</i>: "Today we will be learning the proper way of brushing our teeth. What do we need for brushing our teeth?" The children should know that they need a branch from a suitable tree; 3. <i>Dolly</i> should then ask: "Who knows where the nearest recommended tree is? Remember that we need trees with enough branches for all of us"; 4. When they reach the tree, the facilitator invites the children to point out the branches of the correct length and size for 'tooth brushes/sticks'. They then demonstrate how these sticks can be cut carefully and safely. If the children are old enough, they can cut the sticks themselves; 5. Collect the tooth sticks in a plastic bag; 6. Divide the children into mixed-gender groups of five. Invite the first group to practise brushing their teeth, while the others start colouring their drawings (See sequence Part II Step 4 Activity 4.2 on hand washing);
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7. Before brushing ask the children: **“What is the first step, before we use our tooth-sticks?”** The children should know that the stick has to be chewed first, until the bark is removed and thin fibres can be seen. You should explain: **“These thin fibres can clean even the smallest gaps between our teeth”**;
8. Demonstrate how to brush the teeth on the front of one’s upper jaw. Invite the children to follow your lead – taking care to correct their brushing methods where necessary;
9. When all the children have brushed the front part of their upper jaws, continue with the back part;
10. Instruct them how to brush the teeth of the lower jaw in the same manner;
11. If a group completes both exercises with time to spare, they can be occupied with colouring one of the black-and-white drawings;
12. When all the groups have practised their tooth brushing, the session can be wrapped up with a song.

Notes for facilitators

- Before conducting this exercise, the facilitators must discover the whereabouts of the nearest suitable tree in the village, in case children lead the group to a wrong tree or a tree without sufficient ‘sticks’.
- Make sure that you use freshly-cut stick for each group.

Activity 4.4: Latrine use exercise

Objectives	<p>By the end of this activity, the children will have:</p> <ul style="list-style-type: none"> — Understood the importance of hygienic toilet practices — Recognised toilets as safe places — Identified what tools are required for hand washing. — Learnt how to clean their fingernails — Taken home drawings to remind them of these lessons
Duration	30–40 minutes
Materials	<ul style="list-style-type: none"> — Puppet <i>Dolly</i> — Copies of black-and-white drawings on 'Using the latrine' — Crayons — A water container — Soap and/or washing powder — Presentation materials
What to do	<ol style="list-style-type: none"> 1. Seat the children in a circle; 2. Open the session with a greeting from the puppet <i>Dolly</i>: "How are you today, children? Are there any newcomers?" Any newcomers should be given a warm welcome and be invited to introduce themselves, telling everyone their name, age and favourite colour; 3. Divide the children into groups of four and give out the drawings and crayons. Then, one by one, the facilitator should take each group to the latrine and explain the proper means of using the latrine, and keeping it clean in the process; 4. Ask the children to explain in turn the correct sequence in which they should use the toilet – demonstrating the correct position of feet on the footpads, how to squat so that all faeces go down the hole, etc; 5. After this demonstration, invite each child to wash their hands carefully with soap; 6. If a group completes the exercise with time to spare, they can be occupied with colouring one of the black-and-white drawings; 7. When all the groups have completed the exercise, the session should be wrapped up with a song.

Notes for facilitators

- Make sure the toilet you are using is very clean and that there is sufficient water for hand washing.
- Never close the door of the toilet when you are inside with the children.
- The discussion inside the toilet may differ considerably with different groups of children. Be prepared to discuss everything from personal fears to the need for shoes and the cleaning of the anus after defecating.

Activity 4.5: Face washing exercise

In this activity the facilitator will ask the children to give some of the reasons as to why it is important to wash their faces regularly. Later, he/she will explain the health implications of not practising good facial hygiene.

Objectives

By the end of this activity, children will have:

- Known the health reasons behind the face washing practice
- Understood some of the causes of eye diseases and how to prevent them
- Learnt how to wash their faces properly to prevent eye diseases

Duration

30–40 minutes

Materials

- A basin with clean water
- A dipper
- A toilet soap
- A clean face towel (optional)

What to do

1. Make the children sit in a circle with the facilitator among them;
2. Open the session with a greeting from puppet *Dolly*: **“How are you today, children? Are there any newcomers?”** Any newcomers should be given a warm welcome and be invited to introduce themselves, telling everyone their name, age and favourite colour;
3. Ask the children why they think it is important to wash their faces regularly and note their views on the flipchart;
4. You may now discuss further some of the diseases which are related to the facial hygiene e.g. trachoma, conjunctivitis etc;
5. Having gathered the necessary materials mentioned above, call for two volunteers among the children to come in front and demonstrate proper face washing. If the area in which the training is being done is water-scarce, emphasis should be put on using water carefully. The rest of the children should pay careful attention;
6. Once this activity is done to satisfaction, the session may be closed with a song on a hygiene theme.



Step 5: Measuring Change

This is the final step of the CHAST Course which will assist you to measure behavioural changes. It also includes an official closing session for children who participated throughout the course.

Step 5 activities Activity 5.1 Final Evaluation
Activity 5.2 Closing Ceremony

Step 5 objectives To assess the change that has been brought about in the children's hygiene practices after completing the CHAST programme.

Activity 5.1: Final evaluation

Objectives To see what change has been made in the children's hygiene practices after completing the CHAST course by comparing the final evaluation results with the baseline information about the children's initial key hygiene practices (hand washing and latrine use) before beginning the CHAST course.

Duration 30–40 minutes

Materials

- Pin board and pins
- Poster of a boy, poster of a girl
- 3 posters with a hand washing message (washing with soap, washing with water only, not washing at all)
- Poster of a child using a latrine, poster of a child defecating in the open
- 3 large envelopes
- Coloured paper clips or other type of token that can be used for voting exercise
- Notebook and pen for recording results

What to do Same as Step 1 Activity 1.3

Activity 5.2: Closing ceremony

Objectives After the closing ceremony, the children will have:

- Realise the importance of good hygiene and sanitation behaviours
- Recognised the importance of the CHAST course
- Received awards/stickers for their participation

In addition, the school/community could receive its own CHAST Certificate, and the children can pose with the teachers, local leaders, facilitators and programme staff for a group photograph.

Duration 20–30 minutes

Materials

- The puppet *Dolly*
- CHAST Certificate for the school/community
- CHAST stickers, buttons, soap or other awards for the children
- Closing ceremony posters
- A camera and film

What to do

7. Seat the children in a circle with the facilitator sitting among them;
8. Open the session with a greeting from the puppet *Dolly*: “Hello everybody! Today is the last CHAST session and we are here to see you off and wish you a very hygienic future!” *Dolly* points to the invited guest and says: **“Today we have some very special guests. Most of them are well known to you.”** The puppet indicates the Programme Officer [or other important guests who will make a speech] and says: **“May I introduce our Programme Officer to you; His/her name is [name of Programme Officer]”**;
9. The Programme Officer makes a short speech;
10. The Programme Officer presents the CHAST Certificate to the children, and where relevant to the elders, after *Dolly* addresses the children: *“We have a small reward for you, children, to commemorate all the things you have learnt to improve your own personal hygiene.”* *Dolly* hand the awards out to the children, one by one;
11. The facilitators help to arrange the participants for a group photograph. The children should sit at the front with their posters of *Naughty*, *Ruby* and *Smarty*, and of hand washing, tooth brushing, latrine use and face washing. The facilitators should hold aloft the puppet *Dolly*;
12. The ceremony closes with another song by the children – and anyone else who wants to sing along!

Notes for facilitators

The community elders should be given a timely notice in order to ensure that they can attend the closing ceremony. It is also very important that the Programme Officer is present.



Part III:
Step-by-step chast activities
for upper primary school

Topic 1: Clean is Beautiful

Objectives	By the end of the session the pupils will: <ul style="list-style-type: none"> — Understand that hand washing prevents the spread of diarrhoeal diseases — Demonstrate proper hand washing procedure — Describe critical hand washing moments
Duration	45 minutes
Materials	<ul style="list-style-type: none"> — ‘Bad’ poster: <i>Naughty</i> is using the latrine and does not wash his hands after defecation — ‘Good’ poster: <i>Smarty</i> is also using the latrine, but he washes his hands with water and soap after defecating — Water, soap and two white cloths — White paper and crayons

What to do **Song:**

Singing about hand washing

Split the class up in two groups. Ask one group to sing a song about *Naughty*’s story and ask the other group to sing a song about *Smarty*’s story.

Group discussion:

What will happen if we do not wash our hands?

Ask the children the question above and try to find out what they already know before you give them the answer. Answer: If we do not wash our hands, the germs on the hands and the germs trapped in the nails will get into the stomach, and then will cause diarrhoea disease.

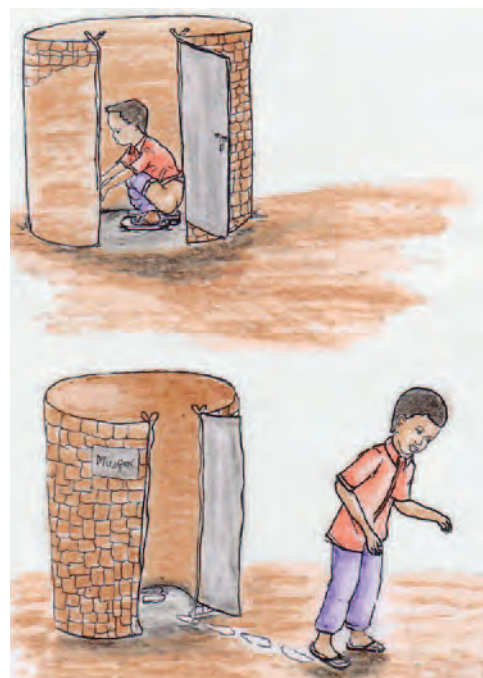
Make sure children understand the *Problem*: “Disease organisms on hands can enter the body when hands or something touched by hands (like food) come into contact with the mouth. These organisms can then cause diseases such as diarrhoea”.

And then discuss the *Solutions*: “Washing hands with soap (or ash) and water removes disease causing organisms from hands, thus preventing their spread to the mouth”.

Demonstration:

Hand washing

Ask some children to demonstrate how to wash hands properly. To understand the importance of hand washing with soap, ask some children to wash their hands with only water and dry them on a white cloth. Ask other children to wash their hands with water and soap and dry them on a second white cloth. Analyse the difference between the two cloths.



Drawing:

At what time do we wash your hands?

Ask children to draw a picture of a situation when they must wash their hands. Then discuss the different answers and make the children understand that *these are critical times we must wash our hands*:

Always wash hands AFTER handling faeces:

- After defecating
- After cleaning the bottom of a baby or child
- After disposing a child's faeces

Always wash hands BEFORE handling food:

- Before cooking food or boiling water
- Before serving food
- Before eating and before feeding others

Always wash hands AFTER handling waste:

- After handling animals and cleaning animal waste
- After cleaning liquid and solid wastes
- After any work involving cleaning

Topic 2: I Drink ... Safe Water

Objectives

By the end of the session children will be able to:

- Understand the different types of water sources
- Differentiate between safe and unsafe water sources
- Explain the factors that determine whether water is safe for drinking or not
- List and explain various methods of water treatment

Duration

45 minutes

Materials

- 'Good' poster: *Ruby* is fetching water from a protected water source
- 'Bad' poster: *Naughty* is fetching water from the open well while he is standing in the water
- Visit from health worker
- Paper and crayons

What to do

Group discussion:

Ask the children a number of questions such as:

Where do you fetch your drinking water (borehole, river, dam, standpipe, well, etc)?

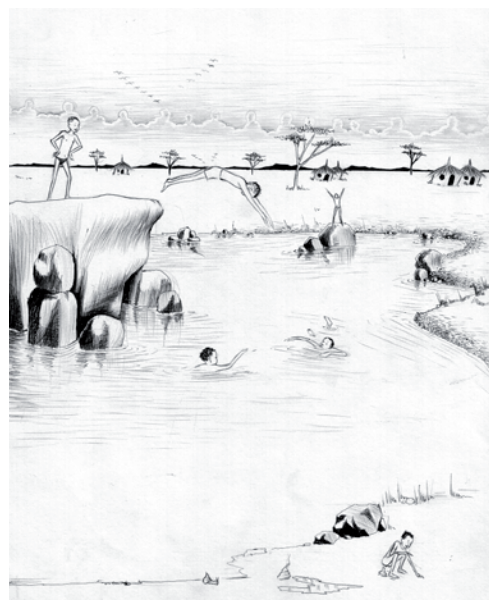
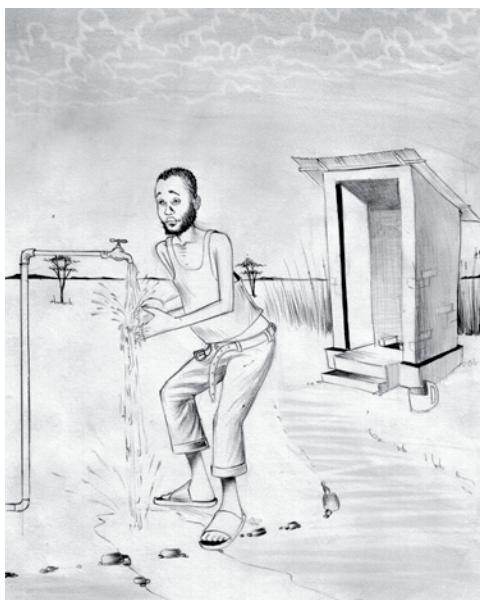
List all the things you can do with water at home, in the community, at school, etc. (drinking, swimming, washing, bathing, etc);

What does this mean for the cleanliness of the water?

Why is water which looks clear or which has a good taste not always safe to drink?

How can water help us? And how can water harm us?

Children should learn to understand that water collected from unprotected sources is polluted and can lead to diseases like diarrhoea. We should only drink safe water from safe (protected) sources. If you do not have access to safe water and must use unsafe source of water, then measures should be taken to purify the water (boiling, filtering etc).



Exercise and expert presentation:

Make a list of diseases that can be spread through unsafe water and find out about their symptoms, transmission and how they can be prevented

This exercise is for the older children. First remind them that dirty water can be an enemy and that most contamination occurs during the collection, transportation and storage of water. Explain the importance of handling water so that it remains protected from contamination and therefore safe to drink. Even if water appears to smell and taste clean, it may be contaminated. Organisms that cause disease are too small to be seen by the naked eye. Now ask the children to make a list of diseases that can be spread through unsafe water and find out about them. You can invite a health worker to explain more about the diseases, their symptoms, and modes of transmission and how to prevent them.

Environmental walk:**Observe your water sources**

Split the class up in smaller groups of four to five children each and ask each group to go outside and walk around the school and the village to see some of the water sources. Give them a time frame by when they need to be back. Back in the class room discuss what they have seen. Was it clean water or dirty? Was it fenced? Etc.

Drawing:**Once the water is drawn from the source, how do we keep drinking water safe from contamination?**

Ask the children to draw a picture of a situation about how to avoid water from getting polluted, and then organise the different pictures in the following groups: "Collection and transport at/from source" and "Storage and handling at home".

Possible answers to the question above are:

Collection and transport of drinking water at/from source:

- Wash hands or hands of children before collecting water;
- Clean water containers and ropes before collection. Containers used to collect, transport and store water should be cleaned inside and outside regularly. After cleaning them, place water containers in the sun (the heat and light of the sun helps to kill the germs);
- Ensure that while collecting water, there is no washing or cleaning activities taking place nearby, which can contaminate your water at the source;
- Do not put hands or other objects in the water collected (children should especially be instructed on the importance of this); also not while lifting or carrying the jerry-can or container as this can contaminate the water;
- Cover the water container while transporting

Storage and handling of drinking water at home

- Store drinking water in clean containers and keep covered at all times. Covering them will prevent germs from getting inside;
- Store drinking water separate from other water used for cleaning, laundry and cooking food;
- Make a clean cup with a long handle (no hands should be touching the water!) available for taking water out of the container. This same cup should be used by everyone taking water from the container. This is to prevent germs from spreading from people's hands to the water that would then spread to other people who drink the water. Don't drink water from the same cup because germs might come from your mouth into the water;
- Do not allow anyone to put their hands into the container or to drink directly from it;
- Keep animals out of the house and away from water containers;
- Keep faeces and waste water (especially from latrines) away from water to be used for cooking, drinking, bathing or washing;
- Dispose of waste water by guiding it into a garden or soak pit

Group discussion:

Discuss with the children the following actions to improve their health:

- Use the most convenient water source for personal and domestic hygiene. Borehole water is usually the safest to drink!
- Drinking water should be collected from the cleanest available source. Safety should be made priority over convenience for drinking water;
- In areas where there is no safe water, people should purify their water by boiling, chlorinating, or filtering (through sand/clay filters or cloth), using SODIS or through sedimentation.

It is always good to boil water before drinking: Boiling water kills germs. So, if possible water should be brought to boil and cooled before drinking. This is especially important for children as they are less resistant to germs than adults.

There often many questions as to how long water should boil to destroy disease causing organisms. In many of the areas where these lessons are implemented, fuel and firewood are difficult and expensive to obtain. The **correct length of time needed to boil water** in order to destroy disease causing organisms and make it safe for drinking is actually **zero minutes**. Once the water has **reached the boiling point** (100°C or 212 °F) it has been hot enough to destroy organisms for quite some time. After you remove the water from the heat source it will take another period of time for the water to cool down enough for you to be able to drink it, during which it continues to remain hot enough to eliminate pathogens. Even at very high altitudes the boiling point of water is high enough to have eliminated the threat of disease causing organisms.

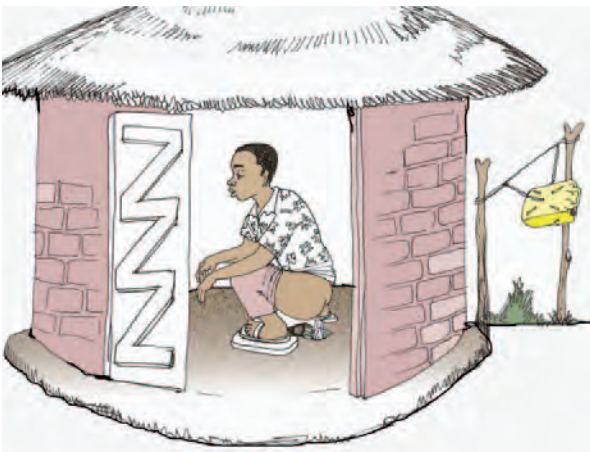
Topic 3: Going To the Latrine

Objectives	<p>By the end of the session the pupils will:</p> <ul style="list-style-type: none"> — Understand the importance of using a toilet — Know the health risks of open defecation — Describe the role of flies in transmission of diarrhoeal diseases — Understand their roles in maintaining the cleanness of latrines
Duration	45 minutes
Materials	<ul style="list-style-type: none"> — ‘Good’ poster: <i>Smarty</i> is using one of the school latrines; he also brought with him some water and soap to wash his hands afterwards — ‘Bad’ poster: <i>Naughty</i> is defecating out in the open. He squats nearby a water source
What to do	<p>Discussion:</p> <p>Why is it important to use latrines?</p> <ul style="list-style-type: none"> — Ask the children why they think that it is important to use latrines. After having received several answers of the children, explain/add that: — To prevent the spread of disease organisms from faeces to people they should use a latrine or bury the faeces; — Make children understand that many people know that faeces are dirty, but they may not know that faeces can cause diseases. Diarrhoea, worms, cholera, typhoid and polio are spread when germs are passed from our faeces to hands and clothes, to the water we drink and the food we eat, making us all ill; — Also make them understand that if it is not possible to use a latrine, adults and children should defecate well away from houses, paths, water supplies and anywhere that children play. After defecating, the faeces should be buried. Many people think the faeces of children are harmless, but they are NOT! The faeces of babies and small children are five times more dangerous than that of adults. So their faeces should be cleaned up immediately and put down the latrine or buried. Also keep the faeces of animals away from homes and water sources. And don’t forget to wash your hands!!! <p>How can flies transmit diseases?</p> <ul style="list-style-type: none"> — Ask the children how they think that flies can transmit diseases. After having received the several answers of the children, explain/add that if we defecate in the open, flies can sit on it and spread germs to the next place they sit on, for example their food or their face. <p>Why do some people not use a latrine?</p> <ul style="list-style-type: none"> — Ask the children to explain this and discuss the reasons. Then agree on ways of encouraging the use of latrines.

Environmental walk:

Visit the school facilities

- Take the children on an environmental walk to visit the school facilities: dump sites, latrines, kitchen etc. Stimulate them to observe the condition of the facilities carefully and to note any bad smells. Alternatively, pair off younger and older children, so that the older children can help the younger one observe.
- Back in class, ask the children to describe what they have seen and smelled. In the case of older children they can first write down their observations before expressing them.
- Assist them to reflect on the bad and the good practices and on how they could move from the bad to good practices. For older students, or the School Health Club, you can help them to prepare a simple plan for hygienic use and maintenance of facilities.
- However, school children cannot do all the maintenance for school facilities. Maintaining, repairing and improving facilities require cooperation between the school, the parents, the local authorities and the Ministry of Education.



Topic 4: My Beautiful School

Objectives	<p>By the end of the session the pupils will:</p> <ul style="list-style-type: none"> — Understand the importance of keeping the environment clean — Formulate rules against littering of the school compound — Know the role of school health club in ensuring the school compound is kept clean
Duration	45 minutes
Materials	<ul style="list-style-type: none"> — ‘Good’ poster: School A is a clean school. The teachers and pupils regularly clean the school compound and they dispose their rubbish in garbage pits — ‘Bad’ poster: School B is dirty, no cleaning is taking place
What to do	<p>Group discussion:</p> <p>What differences do you see between village A and village B?</p> <ul style="list-style-type: none"> — Ask the children to have a good look at the two different pictures and let them explain what difference they see between school A and school B. <p>Why is it important to put our rubbish in a bin or garbage pit?</p> <ul style="list-style-type: none"> — Ask the children why they think it is important to dispose rubbish in a bin or garbage pit. After having received the several answers of the children, explain the various risks and nuisances: — Disease organisms are spread from rubbish to people through the environment and through flies when it is scattered out in the open. The solution therefore is to properly dispose of garbage to prevent disease organisms from spreading to people through flies and through environment. — Then discuss with the group that every family should have a special pit where household rubbish is buried or burned at least once a day. It would also be good if they could reduce the quantity of refuse to be disposed of by composting and re-use of materials such as plastic bags. <p>Solid waste</p> <ul style="list-style-type: none"> — Alternatively the teacher can bring some examples him/herself or ask the children to collect some examples of solid waste they can find around the school premises. — Show the items (such as polythene bags, paper, sweet wrapper, and glass bottle/jar) to the group and ask them to say what each item is and where it can be found. Why are these items found there? — Ask them what happens if everybody keeps throwing all their rubbish out in the open. Then facilitate a discussion about better means for disposal and reuse of waste. Some of the questions that you may ask include: — What will you do if you see a friend throwing away rubbish? — Where should you throw waste? — What ways can you use to recycle polythene bags, bottles, peelings of fruit, etc? — Afterwards take the children on an environmental walk through the school and ask them to name the kinds of waste they can see.

Setting up school health club:

- Students and teachers from the school health club should make regular inspections of the school garbage pits, latrines (both boys and girls) etc. They should check that the facilities are properly used, no waste is lying around, the latrine holes are covered, the toilets are clean and that water for hand washing is available. If they are not clean, or no water is available they could report to the (head) teacher and ask advice on how to improve this.
- The school health club can also take up other responsibilities such as organising cleaning campaigns, checking on children's personal hygiene (clean nails, etc). School health clubs often organise sanitation and hygiene games and competitions in school as well as events for parents, families, and the community.



Topic 5: Germ Free Food

Objectives	<p>By the end of the session the pupils will:</p> <ul style="list-style-type: none"> — Understand the importance of covering cooked food — Formulate rules to ensure every pupil washes properly his/her hands before eating/handling food — Know various ways of ensuring food does not get contaminated with germs
Duration	45 minutes
Materials	<ul style="list-style-type: none"> — ‘Good’ poster: Picture A shows covered food in utensils on a table with no flies — ‘Bad’ poster: Picture B shows uncovered food in utensils on a table with flies all over it
What to do	<p>Group discussion:</p> <p>What are the differences between picture A and B?</p> <p>Ask the children to have a good look at the two different pictures and let them explain what difference they see between picture A and picture B.</p> <p>Why is it important to cover cooked food?</p> <p>Ask the children why they think it is important to cover cooked food. After having received the several answers of the children, explain/add that:</p> <ul style="list-style-type: none"> — Since flies breed in dirt and especially faeces, they naturally serve as a means of transmission of diarrhoeal diseases when they come into contact with our food. Therefore, it is important to cover cooked food in order to keep flies from contaminating it with disease-causing organisms. Covering food can also help to keep away other pests like cockroaches and rats; <p>Also discuss with the children the following actions for good food hygiene:</p> <ul style="list-style-type: none"> — Cleaning the kitchen or food preparation area regularly. This will prevent breeding of cockroaches and rats — Washing hands with soap before handling food — Washing raw food, vegetables and fruits — Proper cooking of food in terms of duration and temperatures — Ensuring that food storage area is clean — Use of clean utensils/containers for transporting, storing, preparing and serving food <p>Story telling:</p> <p>Food hygiene</p> <p>Ask the children to think of/write a story and give it an interesting title e.g. “My favourite food”, let them tell when they have it, how it is prepared and whether the preparation process is hygienic or not.</p> <p>Ask each child to share his/her story with the rest of the class. (Creative writing and speech skills will be developed in this exercise.)</p>

Exercise:**Washing hands before school meals**

This is often difficult to organise and a good topic for taking up as a problem solving exercise.

- Ask an older school class or the school health club to think of ways in which they could get everyone to wash hands before eating – and how to do so quickly;
- Ask them to think of ways to ensure the availability of soap or soap alternatives;
- Ask them to think of ways to ensure that the hand washing area stays clean and waste water is properly disposed of;
- Challenge them to come up with methods that are sustainable and equitable

Help them to try out the methods and if necessary improve them.



Topic 6: How to Prevent Diarrhoea

Objectives

By the end of the session the pupils will:

- Understand various routes of transmission of faecal-oral diseases
- Know the symptoms of diarrhoea and how to prepare ORS solution
- Understand how to block the routes of transmission

Duration

45 minutes

Materials

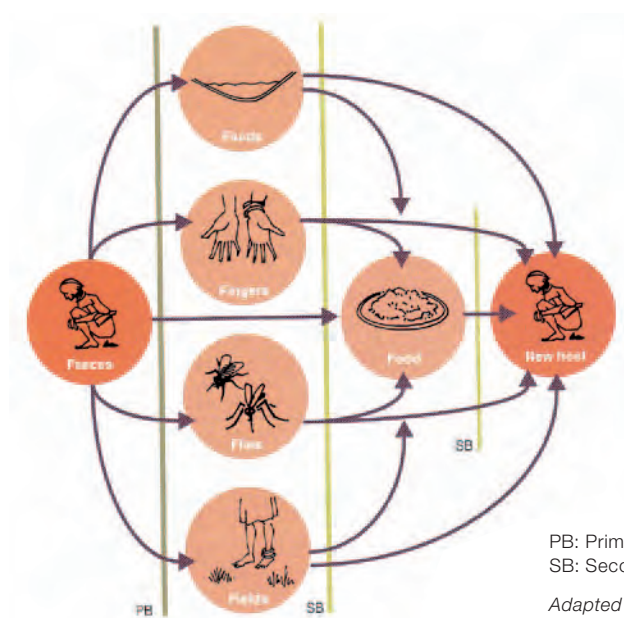
- Poster: F-diagram
- Paper, crayons, tape

What to do

The F-diagram: Diarrhoeal disease transmission

It can be done in plenary or by small groups of children. In the latter case, the teacher compares the results in plenary and helps to add any missing risks/connections. The diagrams can differ from each other; what is important is that each diagram depicts all six F's with accurate connections.

- First ask a child to draw a picture of a child with diarrhoea and to place this on the left-hand side of the blackboard or on the ground on the left-hand side in a circle of standing or sitting children;
- Ask another child to draw a picture of a healthy child and place this on the right-hand side;
- Ask the children how diarrhoea may be transmitted from the ill child to the healthy child;
- Ask some children to draw a picture of each transmission route or write the word concerned on a card, slip of paper or slate and place them between the pictures of the children;
- Ask the other children to add in transmission lines, using, for example, twigs or twine, until the diagram is complete;
- Now ask the children to describe transmission routes and how transmission can be prevented



PB: Primary barrier
SB: Secondary barrier

Adapted from Kawata, 1978

Discuss the fact that many people use open defecation without burying their faeces or using latrine. The germs that exist in faeces can easily be transferred through the following routes of transmission: Fluids (water), Fingers, Flies, Fields, and Food.

Group discussion

What are the symptoms of a person suffering from diarrhoea?

Ask the children what the symptoms are of someone suffering from diarrhoea. After having received the several answers of the children, explain/add that:

- Children who have diarrhoea have a loose stool (watery faeces) and therefore lose a lot of water and salt, especially if they are also vomiting and have a fever;
- Children may die of diarrhoea, usually because they lose much water and vital salts from their bodies. This is called dehydration;
- Children should all know about dehydration effects and how to prevent and treat them: Giving the person plenty to drink to replace the water that is lost, as soon as the diarrhoea starts, and giving the person enough food to keep him or her strong (especially food that contains salt as this holds the water in the body);
- ORS is easily made by adding a spoon of sugar and a pinch of salt to a glass of (safe) drinking water.

How can the above mentioned routes of transmission be blocked to prevent diarrhoeal diseases?

Ask the children how each transmission route can be blocked. After having received the several answers of the children, explain/add that these are the good behaviours that people should follow at all times:

- Hand washing at critical times (block Fingers)
- Drinking only safe water (block Fluids)
- Using a latrine (block Faeces and Flies)
- Safe disposal of waste (block Flies and Fields)
- Covering food (block Food)

Part IV:

School Health Clubs

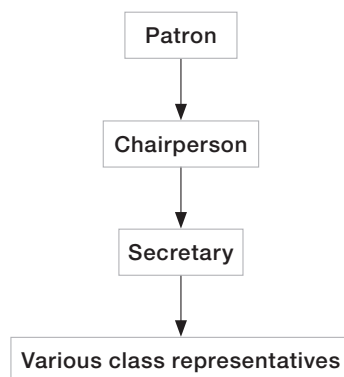
Guidelines for School Health Clubs

Introduction

The School Health Club is one of the significant instruments for bringing the desired hygiene behaviour change among school children. As a complimentary to the CHAST methodology, it serves to carry on with the hygiene messages even after the completion of the CHAST training sessions. It also serves as a vehicle to reach to the children who do not come to the school and the community at large with key hygiene messages through outreach programmes.

The Structure of a School Health Club

A School Health Club should be composed of a patron (preferably a teacher who is in charge of sanitation), a chairperson (a pupil of the senior class), a secretary and representatives from different classes (ideally from p4 to p5). When coming up with the structure of the School Health Club in a mixed school, care should be taken to ensure that gender balance is observed. The class representatives may be selected based on merit or on voluntary basis. The framework below summarises what the School Health Club should look like:



Roles of the SHC members

Patron

He/she coordinates activities of the SHC by giving advice as per the occasion.

Chairperson

He/she chairs the meetings of the SHC and makes decisions in consultation with the patron.

Secretary

He/she takes the minutes of the meetings and organizes meetings and events.

Class representatives

He/she coordinates his/her class for hygiene and sanitation activities, also he/she may channel any problems or challenges faced by his/her class to the SHC during the meetings. Being the representative of the class he/she should monitor and ensure that the classmates practise good hygiene behaviours.

Main issue	Activity	Target	Monitoring Indicators	When to measure	Responsibility	Expected output
Prevention of diarrhoeal diseases	Use and maintenance of latrines	All school latrines maintained and in use	Clean, locked, clear path to the latrine, presence of flies and smell	Daily	School health club, patron, duty master and pupils	Well maintained latrines in use
	Washing hands after visiting latrines and before eating	Ensure all pupils wash hands after using the latrine and before eating	Availability of hand washing facility, soap and water	Daily	Patron, pupils, SHC, duty master	All pupils wash hands after using the latrine and before eating
	Personal hygiene of pupils in the school	All pupils maintain high personal hygiene	Clean clothes, trimmed fingernails, short and neat hair, clean face and body, clean handkerchiefs	Daily during the school assemblies	Patron, pupils, SHC, duty master	All pupils maintain their personal hygiene at a desired level
	Maintaining cleanness of the school compound and the classrooms	The school compound and class-rooms are always clean and free from litter	Duty rosters, regular observations, availability of cleaning materials (brooms, dusters, water etc)	Daily	Patron, pupils, School health club, duty master	The school compound and classrooms are always clean
	Organise school hygiene and sanitation events	All pupils are informed about good hygiene practises	A programme of the hygiene events (interclass competitions, hand washing days etc)	Every month	School health club, patron and school administration	All pupils have adequate knowledge of good hygiene practises
	Community visits targeting children who do not go to school	Children in the community are reached with hygiene messages	A programme of outreach visits and programme	Every fortnight (after two weeks)	School health club, patron, school administration and community leaders	Children in the community are reached with hygiene messages

Objectives and Activities of the School Health Club

As mentioned in the introduction the two main roles of the School Health Club are:

- To carry on with the hygiene messages even after the completion of the CHAST sessions, and;
- To reach out to the children who don't come to the school and the community at large with the hygiene messages through visitations.

In order to accomplish its objectives the SHC needs to plan carefully what activities they can engage in, when and what materials they need to execute the activity. The activities framework below is an example to guide the SHC in making a workable plan:

After developing such a framework of activities as the one above, the School Health Club should develop a more concrete programme of when to do its various activities. They can also organise regular meetings either once or twice a week to assess their progress and plan more activities such as hand washing days, interclass hygiene competitions, practice songs, drama and poems for such events.

Regarding the interclass hygiene competition, all pupils should be involved with guidance from the members of the School Health Club in each of the classes they represent. Some of the activities that can be chosen for the competition include hygiene quizzes, hygiene related songs, poems and artistic drawings. All pupils should be facilitated to come up with these compositions and practice them before the actual day of competition. Certificates and other awards may be given to the best pupils in each contest to encourage active participation.

As mentioned earlier, the School Health Club should also reach out to the adjacent villages to pass on this hygiene messages. Prior to these visits, information should be sent to the community leaders regarding the visit to ensure that children in that community are mobilised for the event. Such events may involve the use of role plays, songs, poems and practical demonstrations (proper hand washing).

Advantages of using School Health Club for hygiene promotion

Below are some of the advantages of using School Health Club for hygiene promotion in schools:

- It encourages participation of all the students in the school especially in the open day events
- It ensures continuity of hygiene promotion activities long after completion of the CHAST training sessions
- It offers an easy platform for regular meetings since the club members are always present in the school
- It imbues the students with leadership skills and thus be able to take responsibility of their hygiene situation
- It serves as a good monitoring tool for both the school administration and programme planners.

Part V:

Preparing the Materials

Preparing the CHAST Materials

It is recommended that the posters and cards are laminated to prolong their use in the field. Both the posters and playing cards need to be cut to specified sizes after laminating. It is also recommended that you cut the corners of the cards to an angle of 45° to prevent the children from hurting themselves on the pointed corners.

All the posters should have a hole in the middle of the top edge to enable the children to fix them to the boards with pins. These holes can be produced with a hole-punch. At least four copies of each set of Memory playing cards will be needed to allow for working in smaller groups. To make it easier to sort out the cards after each session, each copy should be printed on a different coloured paper.



Materials needed for Lower Primary School

Step 1

Activity 1.1: Introduction of participants and characters

Posters of Characters:

- *Ruby*, a smartly dressed girl going to school
- *Smarty*, blowing his nose with a clean white handkerchief on his way to school
- *Naughty*, blowing his nose in an unhygienic way without a handkerchief

Activity 1.2: Everyday stories

Set of ten posters shows common leisure activities of local children – both for girls and for boys. Black-and-white drawings are usually taken from the “Every day stories” to use for colouring purposes, but other posters can also be used.

Activity 1.3: Initial evaluation

Materials for this activity include:

- Pin board and pins
- Picture of a boy and a picture of a girl
- 3 pictures of hand washing options: washing with soap, washing with water only, not washing
- 2 pictures of sanitation options: child using toilet, child defecating out in the open
- 6 large envelopes
- Coloured paper clips or other types of tokens that can be used for voting exercise (stones, twigs, etc)
- Notebook and pen for recording results

Step 2

Activity 2.1: Good and bad hygiene practices

A minimum of 20 posters with good and bad hygiene messages (10 each). The posters should be sorted into two categories namely Good habits and Bad habits.

The set also includes green and blue Smiley’s symbolising good (green) and bad (blue) habits. Note: other colours can be chosen, based on local cultures and beliefs.

Step 3

Activity 3.1: Memorising good and bad hygiene practices

A pack of cards contains a minimum of 15 identical pairs. The activity requires at least three packs of cards with different patterns on the back (to make them easier to separate), but this depends on the group/class sizes.

Activity 3.2: How germs are spread

'*Naughty is sick*' is a series of nine posters that tell a story about *Naughty* and *Smarty* playing football and how *Naughty* develops a diarrhoeal disease and learns from his mistake and avoids it the second time.

1. *Naughty* and *Smarty* playing football
2. *Ruby* brings them (*Naughty* and *Smarty*) drinking water
3. *Naughty* defecates in a latrine but does not wash his hands
4. *Smarty* defecates in a latrine
5. *Smarty* washes his hands afterwards
6. *Naughty* goes home to eat
7. *Smarty* goes home to eat
8. *Naughty* becomes sick, while *Smarty* goes back to playing football
9. *Ruby*, *Smarty* and another friend visit *Naughty* and advice him to wash his hands next time after visiting the latrine and before eating

Activity 3.3: Germs are spread by flies

An A4 size poster with drawings of a fly, or flies, and some tape or safety pin to attach the poster to the person playing the role of a "fly" in transmission of diseases. There should also be a simulation of food served on plates and a latrine.

Step 4

Activity 4.1: Blocking the routes of germs

The 'Germ routes' posters include:

- 'Naughty is unwell'
- Drinking water /water source
- Faeces/open defecation
- Flies
- Food (uncovered)
- Fingers
- Mouth

The following posters are required to block the bad behaviours:

- Hand washing (with water and soap)
- Covered food
- A latrine
- Containers (with covers) for drinking water

Activity 4.2: Hand washing exercise

This activity requires the following materials:

- 'Hand washing' drawings
- Crayons
- Water container, soap or washing powder
- Presentation materials

Activity 4.3: Tooth brushing exercise

The following materials will be needed for this activity:

- Drawings on 'Tooth brushing'
- Crayons
- Tooth brush and paste or alternative/local method of tooth brushing (e.g. sticks)
- Presentation materials

Activity 4.4: Latrine use exercise

In this activity the following materials will be useful:

- Drawings on 'Using the latrine'
- Crayons
- A water container
- Soap and/or washing powder
- Presentation materials
- A latrine

Activity 4.5: Face washing exercise

The following items will be necessary for this activity:

- A basin with clean water
- A dipper
- Soap
- A clean face towel (optional)

Step 5

Activity 5.1: Final evaluation

The materials for this activity include:

- Pin board and pins
- Picture of a boy and a picture of a girl
- 3 pictures of hand washing options: washing with soap, washing with water only, not washing
- 2 pictures of sanitation options: child using toilet, child defecating out in the open
- 6 large envelopes
- Coloured paper clips or other types of tokens that can be used for voting exercise (stones, twigs, etc)
- Notebook and pen for recording results

Activity 5.2: Closing ceremony

The closing ceremony needs:

- Awards for the children
- Certificate for the school/class
- Several posters from the different sessions to summarise some of the lessons learnt

Materials needed for Upper Primary School

The CHAST upper primary school topics are normally presented using an A3 sized laminated flipchart with coloured illustrations on the fore and instructions on how to facilitate each topic on the backside. That way the teacher/facilitator can show the illustrations to the students, while reading instructions at the back.

Just like the lower primary school sessions, these sessions are normally facilitated in a participatory manner with the aim of imbuing the children with creative thinking while conveying to them critical hygiene messages. The materials that the facilitator needs to prepare before each session are summarized on the table below according to each topic:

Topic	Facilitation materials
Topic 1: “Clean is Beautiful”	<ul style="list-style-type: none"> — A container with water, soap and two white cloths — Marker pen/chalk and board — White A4 papers with coloured pencils/crayons
Topic 2: “I Drink ... Safe Water”	<ul style="list-style-type: none"> — Marker pen/chalk and board — White A4 papers with coloured pencils/crayons
Topic 3: “Going to the Latrine”	<ul style="list-style-type: none"> — Marker pen/chalk and board
Topic 4: “My Beautiful School”	<ul style="list-style-type: none"> — Marker pen/chalk and board — Samples of solid waste from the school compound
Topic 5: “Germ Free Food”	<ul style="list-style-type: none"> — Marker pen/chalk and board
Topic 6: “How to Prevent Diarrhoea”	<ul style="list-style-type: none"> — Marker pen/chalk and board — White A4 papers with coloured pencils/crayons

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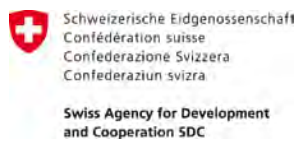
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We help people.

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