

CHAST

Children's Hygiene and Sanitation Training

6 – 12 years old

Manual for Teachers



Belgian
Red Cross
Flanders

helps
people help

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II. Foreword

The purpose of this manual is to promote the best hygiene practices of Rwandan children and Rwandan young generations.

This manual is developed out of a series of sessions with schoolchildren in Rwanda. Activities and lessons were reviewed and adapted to suit the needs and natural understanding of young Rwandan children. The resulting exercises tried to deliver essential hygiene lessons and information in a fun and memorable way; and a way that is conducive to the hygiene-conscious practices of daily life and traditional culture.

By giving children practical lessons and tips on improving their own cleanliness and hygiene, the CHAST approach aims to create an important channel for delivering these messages directly into local homes in a local context. This manual uses a 'child-to-child' approach to encourage children to actively participate in open discussions and share their experiences and ideas with their colleagues, with a teacher's guide.

This manual comprises a set of activities that give an explanation of some of the common diseases that children can suffer from. This is done through telling a short story on the basis of posters, and a role-play done by some of the children after instruction from the facilitators.

We hope that the contents of this manual will provide a good overview of the diversity of different life saving. This manual will also be very useful for the behavior change which implies the improvement of community lives.

To all of you who supported us in one way or another to accomplish this meaningful task, we want to express our heartfelt gratitude.

KARAMAGA Apollinaire

Rwanda Red Cross Secretary General

III. Why this manual?

According to the World Health Organization, half a million children under 5 die each year of diarrhea (WHO, 2017). However, **diarrhea** also influences the health of primary school children and their family. **School absence** is high when having diarrhea, resulting in a learning deficit. Chronic episodes of diarrheal disease can result in **nutritional deficiencies**, impairing the development of the child.

The good news is that diarrhea is **preventable and treatable**. Access to clean water and adequate sanitation is vital to prevent diarrhea but all efforts are in vain if this is not combined with hygiene promotion. **Creating habits** such as hand-washing and correct latrine use is the last mile to bridge the gap between infrastructure and its envisioned health impact. You as a teacher can help the children in developing a **good hygienic behavior** to achieve a better health and thus a brighter future for these children.

Also the lesson about menstrual hygiene management can affect school attendance in a beneficial way. Girls may not attend school during their periods if they lack private, appropriate facilities and sanitary items. Also being embarrassed around leakage of blood, or feel discomfort, pain or experience teasing associated with menstruation can result in school absence.

This manual is made to implement hygiene promotion for children. Ultimately, it isn't only the children that'll benefit, as children can act as change-makers for their families when they talk about what they've learnt at school and start adopting the good behavior in their homes. Indirectly, you can help improve the health of their families, peers and future generations.







The children will not only learn the causes of diarrhea, but they'll learn how to prevent it through their own behavior.

IV. How to use this manual?

As a teacher, you know hygiene practices that influence your health and wellbeing. This manual will offer you guidance on teaching 4 topics about hygiene promotion to **children aged 6-12**:

1. Hand washing
2. Safe water collection and use
3. Correct latrine use
4. Menstrual hygiene management

Every lesson is divided in different kind of **activities** which are indicated in the top corner:

-  **Informative**: this part of the lesson will give the children a more theoretical background about a certain topic (diarrhea & menstruation)
-  **Problem identification**: In this part, the topic of the lesson will be discussed with the children. To identify the problem an exercise will be used where good and bad hygiene practices are discussed.
-  **Analysis**: As a next step the problem will be further analyzed so the children understand why something is important.
-  **Practice**: Every topic is accompanied by practicing good behavior. In this part, different steps of the practice will be explained, demonstrated & practiced in detail.
-  **Game**: Finally, by using a game the children will repeat what they have learned. Gaming has a strong inspiring and motivational aspect and has the potential to transform learned behavior into a habit.
-  **Recap**: In a wrap up session at the end of every lesson, the general messages of the lesson are repeated. These are messages that the children can take home. It's important to repeat this information, because repetition helps learning. The table with the take home messages is very important. Before you start with a lesson you should know the take home messages, so we advise you to have a look at it before.

At the end of the manual you can also find the recap memory game, including all the good and bad behaviors of the 4 lessons.

The different activities of the lessons are presented as a **worksheet**, indicating the objectives, duration, and needed aids. Step-by-step instructions will explain what the

different components are that need to be done/said. Two different symbols are used to give you a guideline:



: this symbol indicates what you as a teacher need to do or say.



: this symbol represents the children and is marking what the children are supposed to say/do. It's not always predictable what the children will answer, but it gives you an indication of how the conversation should go. It might be that the students don't find the answers. Try to come to a point where the children find it themselves. If this doesn't work you can hint the solution yourself.

We recommend to go through the worksheet before you start a lesson/activity to remind yourself what are the different steps. It's also advisable to check the table in the recap session before you start the lesson, so you know what are the take home messages. During your lesson, you can also use the worksheet as a guideline.

All worksheets belonging to the same lesson are marked with the same instantly recognizable color so that you can easily keep together what belongs together.

The worksheet also indicates what pictures need to be used, by referring to the **appendix**. In this appendix, all pictures and posters are assembled.

During the lessons, a **puppet**, named Ange, can be used to help the children to communicate. It's advised to use this puppet for younger children (6-8 years old). Using a puppet is very visual and is an entertaining way of communicating with children. When the facilitator asks a question to the children the puppet can be used to make sure only one child talks at a time. The puppet can be given to the child that wants to say something and this can be passed on to the next child wanting to speak.

On the different posters and pictures **three characters** will be displayed on the drawings to discuss specific hygiene and sanitation topics:

- *Kamana*, a boy who is acting well and showing good behavior
- *Gatare*, a boy who doesn't act in a good way and shows bad behavior
- *Maria*, a smartly dressed girl. She is present in different pictures, both presenting good and bad behaviors and she is the lead character in the last lesson about menstrual hygiene management.
























The total course is estimated at **12 hours**. It's well-advised to organize some recapitulation moments outside of these lessons. This will improve the good behavior of the children.

We recommend a **class of 20 to 25 students**. However, most of the methods can be extended to larger numbers if there are more students in your class.

This manual is written for wide-spread use and can be adapted to the local context. Use the appropriate words or synonyms for your country or region. In this way, the lessons are best suited to the pupils.

We wish you the best of luck with your course!

V. Example of a lesson plan

	Lesson/Activity	Possible duration
Lesson 0: Introduction lesson		90 minutes
	Get to know each other	40 minutes
	What is diarrhea?	40 minutes
	Recap introduction lesson	10 minutes
Lesson 1: Hand-washing with water and soap		170 minutes
	Good and bad handwashing behaviors	40 minutes
	How germs are spread	30 minutes
	The power of soap	15 minutes
	How to wash hands	45 minutes
	Hand washing game	30 minutes
	Recap handwashing lesson	10 minutes
Lesson 2: Safe water collection and use		130 minutes
	Good and bad behaviors about water use	40 minutes
	Safe water	20 minutes
	Cleaning a water container	30 minutes
	Water collecting game	30 minutes
	Recap safe water collection and use	10 minutes
Lesson 3: Correct latrine use		160 minutes
	Good and bad behaviors about latrine use	40 minutes
	Germs are spread by flies	20 minutes
	Good latrine use and cleaning	60 minutes
	Latrine game	30 minutes
	Recap correct latrine use	10 minutes
Lesson 4: Menstrual hygiene management (9 – 12 years old)		140 minutes
	What is menstruation?	40 minutes
	Good and bad behavior about menstrual hygiene	40 minutes
	Use of menstrual supplies	30 minutes
	True or false	20 minutes
	Recap menstrual hygiene management	10 minutes

Above you can find the recommended sequence, with a logical structure. As a teacher you can change the chronology of the lessons as you see fit. However, it is not recommended to split one lesson over several days. In any case, you will first need to start with Lesson 0: the introduction lesson.

We advise organizing only 1 lesson at a time. Don't keep too much time in between different lessons. It's recommended to keep 1 week in between.

Repetition is the best way of learning. That's why we also recommend repeating some topics that were discussed in a previous lesson. The posters of good and bad behaviors are tools you can use to repeat some things. Also, the games, that are used at the end of every lesson are fun ways to recap what the children have learned. The memory game at the end of the manual includes all the pictures of the good and bad behaviors and can also be a fun way to repeat what the children have learned.

VI. Glossary

Below you will find some difficult words, which are often used during the lessons, and their explanation.

Please change the word to local synonyms or language if needed.

Bacteria: are microorganisms that are so small that they can only be seen through a microscope. They can make people sick when they enter the body.

Cholera: is an acute intestinal illness. It causes stomach aches, very watery and continuous diarrhea, and vomiting. The diarrhea and vomiting, in turn, can cause very bad dehydration, leading to death if untreated. Cholera is contracted by eating foods, not washing hands and/or drinking water contaminated with the bacteria/ germ *Vibrio Cholerae*.

Contamination: is the transmission of germs to someone else. That happens without you know or see it.

Diarrhea: is defined as the passage of three or more loose or liquid stools per day (or more frequent passage than is normal for the individual). Frequent passing of formed stools is not diarrhea, nor is the passing of loose, "pasty" stools by breastfed babies

Diarrhea is usually a symptom of an infection in the intestinal tract, which can be caused by a variety of bacterial, viral and parasitic organisms. Infection is spread through contaminated food or drinking-water, or from person-to-person as a result of poor hygiene.

Drinking Water: also known as potable water, is water that is safe to drink or to use for food preparation.

Germs: also known as microbes, pathogens or microorganism are bacteria, viruses, parasites, fungi who can cause diseases. These small organisms cause a reaction in the body of those who are infected. The body's reaction to infection/ contamination is called a disease

Improved Latrine: is a latrine that can be hygienically used and that offers privacy to the user. Typically, an improved latrine has walls, a roof, a concrete slab, a door, items for personal cleaning and is clean. A clean latrine has no traces of feces on the wall or floor and doesn't smell. Even a clean latrine can have a few flies present but it is well known that a dirty latrine attracts many flies.

Menstruation: or period, or menses, is the normal vaginal bleeding that is part of a woman's monthly cycle. Every month, if no pregnancy occurs, the uterus discards tissue from inside the uterus together with blood. It passes out of the body through the vagina.

Open Defecation: is the human practice of defecating outside, in the open environment (bushes, fields, forests, ditches, rivers, streets,...), instead of in a toilet. In many cases, they do due to the lack of having a good toilet.

ORS (Oral rehydration salt): is a liquid preparation of salts and sugar in water that decreases the fluid loss in persons with diarrhea.

Pathogen: A pathogen is an infectious thing, such as a virus, bacteria, fungi or parasite, which causes a disease.

Viruses: are very small microbes, even smaller than bacteria.

VII. Lessons

Lesson 0: Introduction lesson

Get to know each other


Objectives	<ul style="list-style-type: none">• Get to know the teacher, the puppet and the characteristics• Learn how to use the puppet as a way of communication• Get to know each other• Create a positive teamwork environment• Get to know the objective of the lessons
Duration	40 minutes
Aids used	<ul style="list-style-type: none">• Puppet (6-8 years old)• Poster of characters (Picture 1)• Posters of leisure activities (Picture 2-6)• Poster of Gatare who is feeling sick (Picture 7)



TIP: The puppet can be used for children between 6-8 years old. For older children, this is less recommended.

Step-by-step instructions


1. Make the children sit in a circle (mix of boy – girl – boy -...) and go sit in between the children with the puppet in your hand
2. Introduce the puppet:
 - "Today our class welcomes a newcomer. Do you know who your friend here is?"*
 - "No"*
 - Make the puppet look at all pupils in the circle. Introduce the puppet by letting him say: *"Hello to you all. My name is Ange and I love singing and dancing, and I would love to become friends with all of you. My favorite color is ..."*. (depends on the color of the clothes the puppet is wearing)
3. Now every child should introduce themselves in the same way.
 - Introduce yourself first as an example: *"My name is ... and I love (doing something)... My favorite color is..."*
 - Hand the puppet to a pupil to introduce himself/herself
 - When the child has finished, ask them: *"Please throw the puppet to another person"*
4. After the last classmate has introduced him/herself conclude with the puppet by saying:


 "I am Now I know we have in the class (the number) of you who like (something), (the number) of you who like reading stories, (the number) of you who love singing like me and (the number) of you that like (a specific color)".





The introduction part with the puppet might not be necessary for older children (9-12 years old). In this case, you can replace step 2-4 by asking the children to put themselves in a line in alphabetical order in 2 minutes.


5. Introduce the 3 characters with the poster ([Picture 1](#)):


 "Let me introduce you Kamana. He is 10 years old and his favorite color is yellow.

 "Here you see Gatare. He is 8 years old and he likes the color red. What do you think of how he looks like?"


 The children most notice his face and clothes are dirty.


 "Indeed, he doesn't look clean. Being dirty is not good because it's bad for your health. He should take an example of Kamana, who is looking clean."


 "Our last friend is Maria. She is 10 years old. What color do you think she likes?"

 Children should look at her dress and say she likes orange.


6. Show the posters of the leisure activities ([picture 2-6](#)) one by one and ask the children what they see on the posters. Let them discuss about the posters and ask them what they like to do. Questions to ask:

 "What are our friends doing here?"


 "Who likes to do that as well?"


 "What do you like to do?"

7. Explain the children the goal of these lessons:


 Show the poster of Gatare who is having diarrhea ([picture 7](#)).


 Ask with the puppet 'Who has ever been sick?'

 Most children will answer they did.

 Ask a few children to describe how it was when they were sick. Pass on the puppet to make sure that only one child speaks at a time.

 Explain that these lessons will help the children to become less sick.

 'It's not fun to be sick. With these lessons, we will learn how we can avoid being sick. Who wants to learn that? If you would like to learn that, stand up'.

 Most children will stand up. Try to be enthusiastic while explaining/asking this, so most children will confirm that they want to learn



What is diarrhea?

Objectives	<ul style="list-style-type: none">• Recognize diarrhea• Knowing the causes & effects of diarrhea• Know what to do when you have diarrhea• Understand why hygiene is important
Duration	40 minutes
Aids used	<ul style="list-style-type: none">• Flipchart• Sticky tape• Pen/marker• Cards red/green• Posters of symptoms (Picture 7 - 12)• Posters what you have to do (Picture 13 - 17)


Step-by-step instructions

1. Ask the children about diseases they know:
 - "What kind of diseases do you know?"
 - Let the children answer one by one.
2. To understand the knowledge of the children on diarrhea you can ask the following questions:
 - "Do you know why you or other members of your family got sick?"
 - "Do you know what can be done to become less sick?"
 - "Who can explain how you recovered from being sick?"
 - Make notes about the children's answers. It can serve as a knowledge baseline.

Tell the story about Gatare who is feeling sick:

 - "Remember our friend Gatare. I will tell you a little story what happened with him: It all started yesterday afternoon. The stomach of Gatare was rumbling and he didn't feel like eating. While he was playing football, he was not able to run after the ball. He felt very weak. Last night he woke up with stomach cramps and he needed to go to the toilet constantly. He was shaking and sweaty. His feces was also very liquid. Oh, he felt so bad!"
 - "Can someone tell me what Gatare had?"
 - Let the children try to answer one by one until one of them answers: 'Diarrhea' or 'Cholera'
 - "Diarrhea can be a symptom of a disease, like cholera or it can be a reaction of your body to bacteria present in unsafe water."
 - Write down the word 'diarrhea' in the middle of the flipchart.
3. Now the children should describe what are the symptoms of diarrhea. Use the story to let the children answer and let them answer one by one. If someone


gives a good symptom, take the right picture and hang it on the flipchart above the word 'diarrhea'.


 *"There are different things you can feel or have while you have diarrhea. How do you know if you or one of your brothers/sisters has diarrhea? Think about the story of Gatara."*

 Children should give different answers:


- Watery stools ([Picture 7](#))
- Often go to the toilet ([Picture 8](#))
- Stomach pain ([Picture 9](#))
- Feeling weak ([Picture 10](#))
- Sometimes having temperature/fever ([Picture 11](#))
- Rumbling in the stomach ([Picture 12](#))


4. Explain also what are the effects of diarrhea and write it down on the flipchart on the right side of the picture:

 *"When you have diarrhea, your body loses a lot of water and food. If it's not cured or replaced, it might be very dangerous and you can die."*





 *"When you have diarrhea, you can't attend school or help your mother and father."*

5. Explain to the children that the effects aren't always that bad and explain the game:






 *"Diarrhea can be very serious and dangerous, but it isn't always the case if you treat it properly. There are basic things you can do to treat it and not contaminate others."*

 *"Now we will play a little game to learn what you can do and what you shouldn't do when you have diarrhea. I will say a sentence, and you can think if it's true or false. If you think it's true you raise the green card. If you think it's false you raise the red card."*

6. Read the following sentences, let the children think if it's true or false. Count from 3 to 1 when the children have to raise the green or red card. Make sure all children participate and explain why it's true or false.

If you have diarrhea, it's better to eat nothing.	 FALSE <i>"Because you lose important nutrients while you have diarrhea, it's also important to eat some food but be sure it's clean and well cooked."</i>
When you have diarrhea you should eat small meals.	 TRUE <i>"Try to eat small meals during the day."</i>
When you have diarrhea it's best to eat only rice.	 FALSE <i>"Do not only eat rice. Boiled potato, bananas,... also contains good nutrients."</i>
When you have diarrhea you should drink a lot.	 TRUE <i>"To replace the water you lose, you should drink a lot of water or other liquids."</i>















You can drink water from a river.	 FALSE "It's very important you drink clean water from a safe water point. Otherwise it can make you feel more sick."
Rice water is not drinkable.	 FALSE "When you cook rice you can also use that water to drink. This is called 'Rice water'. The advantage of rice water is that it contains a lot of water (remember you need to drink a lot of water when you have diarrhea), it is boiled so water is more clean and it contains vitamins and minerals"
ORS, a solution of water and salt can make you better.	 TRUE "ORS (Oral rehydration salt) is a solution with salt and sugar you can find at the health center. Some Red Cross Volunteers in your village might also know how to make it."
If you have diarrhea you never have to go the a health center. It wil get better by itsel.	 FALSE "If you have severe diarrhea (when it lasts more than 2 days or you have watery stool more than six times a day) you should go visit a doctor or go to the health post."
There is no risk of becoming sick when you take care of a sick family member when you are feeling good.	 FALSE "When one of your family members is sick you should take care of this person. But at the same time you should be careful to not get sick yourself. The feces and vomit of the sick person can contain germs that can make you sick. So try to avoid touching this and wash your hands carefully."



How to make ORS?

If ORS is not available homemade solutions can be made:

1. Wash your hands with soap and water before preparing the solution
2. Mix in a clean container:
 - 1 liter of safe water
 - 6 teaspoons of sugar
 - 1/2 teaspoon of salt
3. Stir the salt and the sugar until they are dissolved in the water
4. The liquid can be used for 24 hours when stored in a cool place. Make a fresh solution after 24 hours if the sick person needs more ORS.

7. Repeat with the children what you can do if you have diarrhea.
-  *"So there are some things you can do to make diarrhea less dangerous. Do you remember what?"*
 -  Let the children answer. If someone gives a good answer, take the right picture and hang it on the flipchart under the word 'diarrhea'.
 - Drink a lot of clean water ([Picture 13](#))
 - Drink ORS ([Picture 14](#))
 - Drink rice water ([Picture 15](#))
 - Eat clean and well-cooked food ([Picture 16](#))
 - Go to see a doctor/health post when diarrhea is severe or takes too long ([Picture 17](#))
8. Ask the children if they know what the word "Germs" means and explain that it is one of the causes of being sick:
-  *"Who has ever heard of the word "Germs"?"*
 -  Some children will raise their hands
 -  *"Can someone explain what it is?"*
 -  The children can try to explain what it is.
 -  *"Germs are like very small animals who can enter our bodies. When they are inside our body they can make us very sick. There are different kind of germs: bacteria, viruses or parasites. They can live everywhere: on our hands, in water, in our feces, on animals, in food, on surfaces,... We call them all together 'Germs'."*
 -  Write the different kind of causes (germs) on the left side from the picture of Gatare.
9. Explain that you can avoid being sick by applying good hygiene.
-  *"But there is some good news. Do you know you can protect yourself from these germs? Do you know how?"*
 -  Let the children guess.
 -  *"To prevent that we have bad germs inside our body we have to apply good hygiene."*
10. Explain that having good hygiene will prevent us from being sick. Do this by showing what you wrote down on the flipchart and put a cross on the arrow from hygiene to germs.
-  *So, if we take care of our hygiene, it will prevent us from having bad germs inside our bodies and prevent us from being sick. Because it's so important to have good hygiene, we will learn how to do that in the next lessons."*

11. At the end your flipchart must look like this:

What do you feel?

How can you prevent it?

HYGIENE

It's caused by what?
Germ:

- Bacteria
- Virus
- Parasites

Diarrhea

What can be the consequences?

- Loss of water
- Loss of food
- Eventually dead




What do you have to do?



Recap introduction lesson

Objectives	Repeating the take home messages
Duration	10 minutes
Aids used	Filled in flipchart

Step-by-step instructions

1. Ask the children what they've learned:
 -  *"So today we learned a lot about being sick and how to prevent it. Probably you learned a few things that you didn't know before. Can someone tell me what you heard that is new for you?"*
 -  *"Think about what was going on with Gatara in the story. How did he feel? What are the consequences of diarrhea? What did we learn in the game with the green and red cards? Who remembers what are germs?"*
 -  Let a few children tell the group what they learned
2. Repeat together with the children the **take home messages**. You can use the flipchart you made before as a summary:

Symptoms of diarrhea are watery stools, going to the toilet often, stomach pain, feeling weak,...

When you have diarrhea it's important you drink a lot of clean water or drink ORS



When you have diarrhea you still need to try to eat well

You must ask for help when the diarrhea is too severe

Diarrhea can be dangerous

Being sick or having diarrhea can be caused by germs

Having a good hygiene is very important because it will prevent germs entering our body

3. Explain the take home messages:
 -  *"Now I would like to ask you to remember these messages very well. It's also very good to talk about this at home or with your friends and family. Let's all try by next lesson to take one take home message literally at home, and explain this message to your family/peer."*
 -  Ask a few children what message they will explain to who. Encourage them as much as possible.



Video 'The story of Cholera': If you have the necessary equipment to play a video, you can show the video of 'the story of cholera':

<https://youtu.be/jG1VNSCsP5Q>




Lesson 1: Hand washing with water and soap

Good and bad hand washing behaviors


Objectives	<ul style="list-style-type: none">• Get to know the good and bad behaviors of hand washing• Knowing when they need to wash hands• Knowing how to wash hands
Duration	40 minutes
Aids used	<ul style="list-style-type: none">• Poster of a smiley face and a sad face (Picture 18-19)• Posters of good hand washing behaviors (picture 20 – 25)• Posters of bad hand washing behaviors (picture 26-29)• Puppet 'Ange'

Step-by-step instructions


1. Greet the children and ask them what they learned last time. You can ask it by using the puppet:

 "Hello everyone. Here I am again. It's nice to see you all again. Do you remember my name?"

 The children should answer: "Ange".


 "Last time we learned more about being sick. What was the name again of the condition we talked about?"

 "Diarrhea"


 "Yes, that's right. I remember we discussed that you have to go to the toilet often and that your stomach can hurt. What do we need to do again when we have it?"

 The children should answer:


- Drink a lot of clean water
- Drink ORS
- Drink rice water
- Eat clean food
- Go to see a doctor when diarrhea is severe or takes too long

 "A way to prevent being sick is good hygiene behavior. Something important is to wash your hands regularly. That is what we will learn today."

2. Show a picture of Kamana who is washing his hands ([picture 20](#)). Ask the children what they see in the picture.

 "Do you remember our friend in this picture? What was his name again?"


 "Kamana"


 "Who can tell me what he is doing?"

 Children can describe what they see:


- He is ready to have dinner
- He is washing his hands




 "Indeed, he is washing his hands, with water and soap before he is going to have dinner. That is very important to do because like that you will prevent that germs on your hands come into your body that can make you sick."

 "So this is an example of good behavior. There are also bad hygiene behaviors that can make us sick. An example of that is not washing our hands properly. We will now see what are good and bad hand washing behaviors."

3. Explain the rules of the activity:


 "We will see different pictures of hand washing practices. Some are good and some are bad behaviors. We will discuss if the pictures are good or bad and put the "good behaviors" under the smiley face ([picture 18](#)) and the "bad behaviors" under the sad face ([picture 19](#))."

 Hang the smiley face and sad face on the wall or put them on the floor and put the first picture of Kamane washing his hands ([picture 20](#)) under the smiley face as an example.


4. Different pupils receive a picture in random order and hang them to the board under the smiley or sad face. Ask the other students if they agree and let the children discuss it until the picture is put on the correct behavior.

5. In each picture, explain what is so important and why it's good or bad behavior.




 "Here we also see he is washing his hands with water and soap before eating. Because they don't have a water tap, it's important to still use running water"



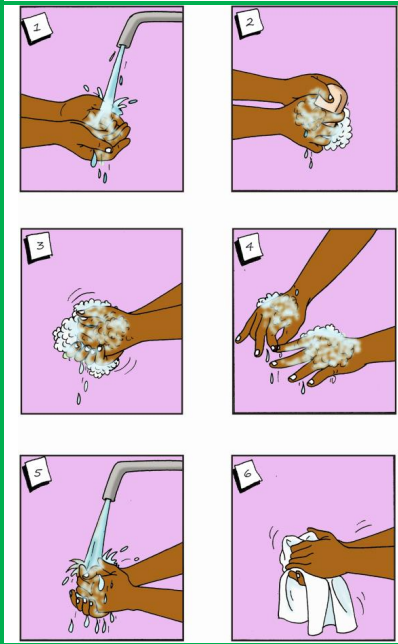
 "She is washing her hands before cooking. This will also avoid having germs in our food that can make us sick"



 "He washes his hands after going to the toilet. That's good behavior. Because in our feces are germs that can make us sick. By washing our hands, we will remove the germs".



"She is also washing her hands after going to the toilet. This time she is using a water station."



"This describes how you need to wash your hands. What do you need to wash hands?"

"Water"

"Indeed, running water is important. And the water needs to be clean. But is water enough?"

"No, also soap"

"Soap is also needed. Soap will make sure the germs or your hands are killed and afterwards rinsed away. If you don't have soap you can also use washing powder or ash. The ashes should come from the kitchen cooking area and not from burning solid waste."



"She is washing her hands, that's already a good thing. But what she is doing is bad behavior, because she is not using running water. It's important to use running water so your hands are not in dirty water."

"Is there something else you see that makes this a bad behavior?"


The children must notice she is not using soap.



"He wants to clean his hands after he went to the toilet. But the way he is doing it is not good! Do you know how he actually has to do it?"

The children must say he needs running water and soap.



	<p>🗨️ <i>"He is eating with very dirty hands. That's a bad behavior because like this the germs on his hands can enter his body that can make him sick."</i></p>
	<p>🗨️ <i>"We see that Gatare is drying his hands with his shirt. This is not good, because you always need to dry your hands with a clean towel. If you don't have a clean towel it's recommended to dry your hands by air."</i></p>

6. After all the posters are discussed, summarize what is good behavior and what are critical times to wash your hands.

🗨️ *"So now we've seen what are good and bad hand washing behaviors. Can you repeat what are critical moments to wash your hands?"*

🗨️ Children should come up with the answers:

- Before handling food
- Before eating
- After using the toilet



If the children are older (9-12 years) you can also discuss more moments when to wash hands:

- After cleaning a baby who has defecated
- After cleaning the toilet
- After coughing, sneezing, blowing the nose, or using a tissue or handkerchief
- After handling waste and rubbish
- After playing with pets
- After handling money
- After playing games
- Before breastfeeding a baby
- Frequently, when someone in the house is sick



How germs are spread

Objectives	Understand why it's important to wash hands
Duration	30 minutes
Aids used	<ul style="list-style-type: none">• Posters of the story 'Gatare and Kamana are playing football' (picture 30-37)

Step-by-step instructions

1. Show the first picture of the story ([picture 30](#)) and ask the children what they see:
 - "Let us tell a story. Who do you see on this poster?"
 - "Gatare and Kamana"
 - "What are they doing?"
 - "They are playing football."
2. Explain you are going to do a role play:
 - "Now we are going to do a role play. For that, I need 2 people who would like to do this."
 - Pick 2 children and explain them by the pictures ([picture 30-37](#)) how the story goes. One will play Gatare who will become sick and the other one will play Kamana who is showing good behavior.
3. Fix the posters ([picture 30-37](#)) of the story in sequence on the wall and let the 2 children play the story.
4. After the role-play, discuss what they have seen:
 - What are the differences between the story of Gatare and the story of Kamana?
 - "Gatare becomes sick and cannot play football anymore"
 - "Kamana washes his hands and can go to play football again"
 - "Why does Gatare become sick? "
 - "Because he didn't wash his hands"
 - "And why does Kamana stay healthy?"
 - "Because he washed his hands so the germs didn't come into his body."
5. Make sure the children understand the problem:
 - "Disease germs on hands can cause diseases such as diarrhea. These organisms enter the body when you touch you face and mouth or something is touched by dirty hands (for example food) comes into contact with the mouth."
6. Explain also the solution:
 - "When we wash our hands with soap or ash and water, the organisms are removed from the hands and so will not enter the body so we will not get sick. The soap will kill the germs and the water will rinse of the dirt and dead germs."



The power of soap

Objectives	Understand why it's important to use soap
Duration	15 minutes
Aids used	<ul style="list-style-type: none">• White plate• Black pepper• Water• Soap

Step-by-step instructions

1. Explain we need to use soap to wash something properly:
 - "Who remembers what we need to wash our hand?"
 - "Running water"
 - "Soap"
 - "Indeed, to wash our hands we need to use soap. Now we will do a small experiment to see why."
2. Prepare the experiment:
 - Take the white plate and pour some water in it.
 - Add some black pepper to the water (don't add too much).
 - "Now we see the pepper in the water. We can imagine the pepper are like germs on the surface of our skin."
3. Show what happens without soap:
 - Put your finger in the water.
 - "When I add my finger to the water, we don't see the pepper moving."
 - Take your finger out the water.
 - "You can even see that the pepper is now on my finger."
4. Show what happens with soap:
 - Now take some soap on your finger.
 - Put your finger again in the water. The pepper should scatter away from your finger. It goes fast so make sure everyone is watching.
 - "When we add soap to our finger, we see the pepper scatters away to the edge of the bowl."
5. Discuss what they have seen:
 - "What can we learn from this?"
 - Let the children discuss.
 - "Let's assume that the pepper is similar than the germs on our hands. That means that germs doesn't like soap. That's why water is not enough to clean something. We should always use soap, because that will kill the germs, and avoid getting sick."



Video: If you are not sure how the experiment works, you can watch a video online that explains it:

<https://www.youtube.com/watch?v=ho0o7H6dXSU>


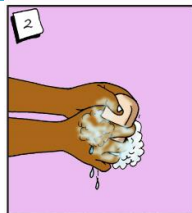
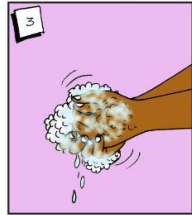



How to wash hands







Objectives	Know how to wash hands
Duration	45 minutes
Aids used	<ul style="list-style-type: none">• Hand washing poster (picture 25)• Hand washing tools:<ul style="list-style-type: none">○ Running water<ul style="list-style-type: none">▪ Water tap▪ Or bucket with clean water + cup + bassinet○ Soap (or ash)○ Something to dry hands• Puppet 'Ange'

Step-by-step instructions

1. First give a demonstration of how to wash your hands, using the different steps of the handwashing poster ([picture 25](#)). Just let the children watch you doing it without any explanation.
2. Now take the handwashing poster ([picture 25](#)) and explain the different steps:

	<ul style="list-style-type: none">🗉 <i>"If you have something on your hand, like a ring, make sure you remove it first."</i>🗉 <i>"Make both hands wet. It's important to use clean water!"</i>
	<ul style="list-style-type: none">🗉 <i>"Soap the hands and rub them together until a soapy foam is obtained"</i>
	<ul style="list-style-type: none">🗉 <i>"Continue rubbing hands with foam for at least 20 seconds"</i>
	<ul style="list-style-type: none">🗉 <i>"Wash the top and palms of the hands without forgetting to rub between the fingers and under the nails."</i>🗉 <i>"Also good to know is that regular cutting your finger nails is a good hygiene behavior."</i>



	<p> "Rinse the hands with running water, until they are clean from soap"</p> <p> "Does someone know why it's so important to use running water?"</p> <p> "If you wash your hands in, for example, a bucket or bowl, the water is full of dirt and germs. If other people wash their hands in that water they will be covered with this dirt and germs."</p>
	<p> "Dry the hands with air by shaking them or use paper towels if available. Make sure the towels you use are clean."</p>

3. Now it's time to let the children instruct you how to wash your hands. Let the children tell you what to do step by step while you demonstrate it in the meantime. They can use the poster to see what are the next steps.
4. As a last step the children should practice hand washing themselves. Go outside with the children and let them get their hands dirty by rubbing them on the ground.
5. Children are then encouraged to practice handwashing one after each other following these steps. Assist any child who is not washing his or her hands thoroughly. You can also divide the children in small groups of 2 where they need to check each other if they don't miss any step of the hand washing poster. Make sure you still have a look at all children to see if they are doing it the correct way.
6. If the tap stand is not functional you can proceed with the exercise using water basins and buckets and making sure to always use running water (i.e. by pouring water on to the hands using a bucket or a cup) Note: DO NOT WASH HANDS IN BUCKET OR BOWL. Make sure you have enough water for all pupils to practice.
7. When the exercise is finished, compliment the children on their handwashing skills.



A song is a good method to provide a recap of some specific lesson content. Songs have the advantage that they can be repeated from time to time throughout the course.

Sing the **hand washing song** with the children. If they don't know it yet, you can learn them the song.

You can find an example of a song via this link:



<https://www.youtube.com/watch?v=6VbpWEtneK0>

You can also compose a short song in your own language about washing hands. You can invent some new lyrics from any existing familiar tune:

- Choose a well-known tune.
- Write all the lyrics on a flip chart or on the board.
- Sing the song properly to the class.
- Ask whether the children recognize the tune.
- Sing it again for a moment, allowing the class to hum along.
- Now sing one or two lines at a time.
- Get the class to sing them after you, checking that they are singing them correctly.
- Sing the whole song together.
- You can make a song sound even livelier by clapping your hands (or making sounds or gestures).

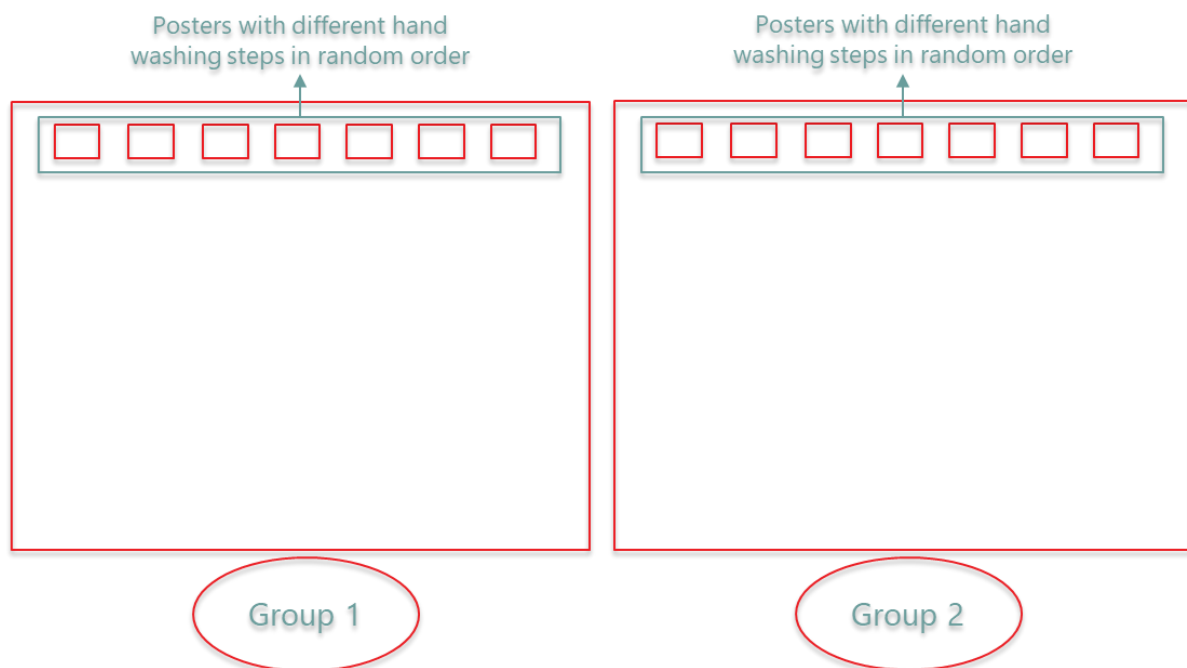


Hand washing Game

Objectives	Children learn the different steps of washing hands in an interactive way
Duration	30 minutes
Aids used	<ul style="list-style-type: none">• 2 or 3 sets of drawings of different steps of hand washing (number of the step is mentioned on the poster (picture 25))• Hand washing tools: running water, soap (ash or sand)

Preparation

1. Make a field for every group
2. Put the drawings of the different steps of hand washing in a random order upside down a few meters (10m) away from the groups

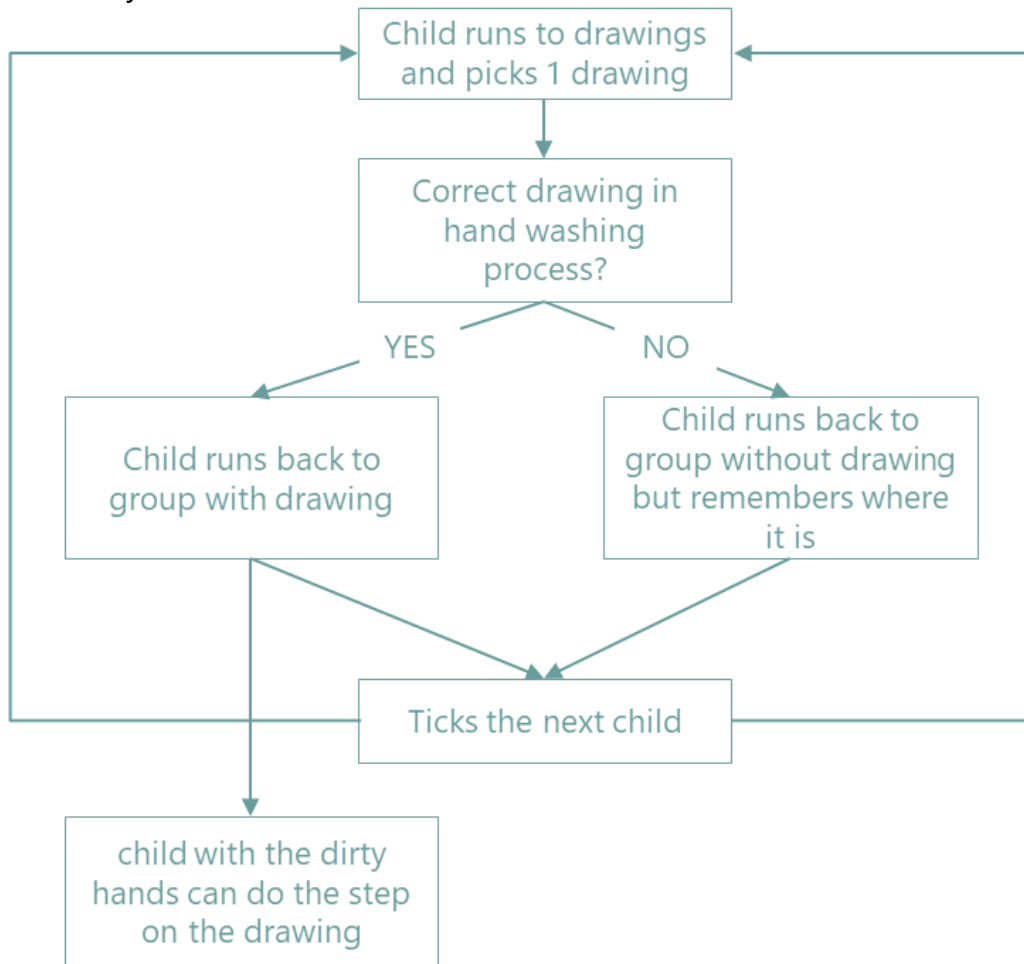


Instructions game

1. Divide the children into 2 or 3 groups (between 5-8 players)
2. Pick per group 1 child who can make his/her hands dirty
3. Explain to the children that they need to run one by one to the drawings, pick 1 drawing, and runs back to the group.
 - a. If the child turns around the correct poster (first the poster with step 1, then poster with step 2,...), he/she can run back to the group with the poster. It is recommended to check together with the children if it's the correct poster.



- b. If the child doesn't pick the correct poster, he/she needs to run back to the group without poster
- 4. Every time a child came back to the group with a correct poster, the child with the dirty hands can do the step that is pictured on the poster.
- 5. Summary:



- 6. The first group with clean hands (who have completed all the steps) wins the game.



If it takes too long or if it's too difficult for the children, the children can pick another drawing until they found the right one without always running back to groups.





Recap handwashing lesson

Objectives	Repeating the take home messages
Duration	10 minutes
Aids used	

Step-by-step instructions

1. Explain the take home messages:

 "Today we learned again many new things. This time about hand washing. Now let's discuss what messages you will take home with you."

 Let some children explain what message they will explain their family/peers. Make sure next **take home messages** are discussed:

You always need to wash your hands with soap, because soap can kill the germs that make us sick

If you don't have soap you can use ashes from the kitchen cooking area, but this is really only if you don't have any other option. It's always preferred to use soap!

You always need running water to wash your hands

Washing your hands after going to the toilet is important because our feces contains germs that can make us sick

You always need to wash your hands before cooking or eating

Not washing your hands can make you sick

It's important to wash the spaces between fingers, the finger-nails, palms, backs of the hands and wrists

You should always need to dry your hands with a clean towel. When you don't have it, you can dry your hands by air.

2. Sing the hand washing song to close the session.

















Lesson 2: Safe water collection and use

Good and bad behaviors about water use

Objectives	<ul style="list-style-type: none">• Get to know the good and bad behaviors of correct water use• Understand the importance of safe drinking water
Duration	40 minutes
Aids used	<ul style="list-style-type: none">• Poster of a smiley face and a sad face (Picture 18-19)• Posters of good behavior about correct water use (Picture 38 - 41)• Posters of bad behavior about correct water use (Picture 42 - 46)• Puppet 'Ange'























Step-by-step instructions

1. Seat the children in a circle and go sit in between them with the puppet.
2. Greet the children and ask them about the previous lesson:
 -  "Good morning/afternoon everyone. Nice to see you all again. Last time we learned different things. What do you remember of that?"
 -  "We learned about diarrhea"
 -  "What is important to prevent diarrhea?"
 -  "Good hygiene, so germs don't enter our body"
 -  "What are good behaviors of washing hands?"
 -  "Washing hands at critical times before cooking, before eating after going to the toilet"
 -  "Washing hands with running water and soap"
3. You can hang the behavior posters of the last lesson again under the correct smiley or sad face. And repeat again what's important.
4. Start the conversation:
 -  "For what do you use water in school, at home, in the community?"
 -  "Washing"
 -  "Cooking"
 -  "Cleaning"
 -  "Drinking"
 -  "Indeed, there are different things we can do with water. Do you know also with water there are good and bad hygiene behaviors?"
 -  "Now we will do the same as last time and discuss if the posters are good or bad behavior. But this time it goes about collecting and using water. Also, this is important to do it right to avoid we become sick."
5. Give different students one of the pictures in random order and let them hang it to the board under the smiley or sad face. Ask the other students if they agree





and let the children discuss it until the picture is put on the correct behavior. Explain on each picture what is important in terms of good hygiene behavior:




	<p> "We see here that Kamana is drinking from water that comes from a clean container. What else needs to be clean?"</p> <p> "The cup"</p> <p> "Indeed. Next to that, it's also important that the water in the container is covered, so dirt can not enter the water".</p>
	<p> "Here Kamana is washing the water container. That's a good behavior!"</p> <p> "What does he use?"</p> <p> "Soap"</p> <p> "Water"</p> <p> "Indeed. And of course, it's also important the water is clean".</p>
	<p> "Here we see Kamana collected water and is transporting it. Why would this be good or bad behavior?"</p> <p> Let the children guess. The right answer should be that the container is covered while the water is transported.</p>
	<p> "What is Kamana doing well here?"</p> <p> "He is washing his hands"</p> <p> "Indeed, he is washing his hands before he collects the water. Why would it be important?"</p> <p> "So the dirt of his hands will not come into the water"</p> <p> "Correct. Otherwise, germs on his hands can come into the water and later into our body that can make us sick. Do you remember other critical moments you need to wash your hands?"</p> <p> "After going to the toilet"</p> <p> "Before eating"</p> <p> "Before handling food"</p>



 "Gatare is collecting water from the river where cows are standing. That's bad behavior. Does someone know why?"


 "The cows can make the water dirty, so the water Gatare is collecting is not clean."

 "Indeed. It's never a good idea to collect water from a river because it can be contaminated with germs. But definitely, when you see there are animals inside the river, the risk of having contaminated water is high."




 "What is Gatare doing here?"


 "He is urinating in the river"


 "Would that be good or not"


 "It's bad, it makes the river dirty".


 "Indeed, by urinating or pooing in or close by the river, you will contaminate the river. Because your urine and feces contain many germs, what can make us sick if it comes inside our body. That's why you should not drink river water."



 "It's not good to store water outside the house. Definitely in this case where animals can make the water dirty."


 "If water is stored outside it needs to be covered, and fenced, so animals cannot contaminate it."


 "The container also needs to be covered so it will not become dirty."


 "It's also recommended to put the container on a height (40-50 cm)."










 "What is Gatare doing here?"

 "Drinking from a jerrycan."






 "Indeed, but that's not good. By drinking from the jerrycan you can make the water dirty. So you should always pour the water in a cup before drinking it."

 "Also drinking directly from a water tap is not good".



-  "We see Gatare is collecting water from the water container". Why is this good or bad?"
-  "The container is not covered"
-  "Indeed, a water container should always be covered. The water Gatare is collecting now might be dirty because it was not protected."
-  "Do you see also something else that is not good?"
-  "The cup is dirty."
-  "Indeed, the cup you use to collect water should always be clean. Otherwise, the dirt of the cup can come inside your body what can make you sick."
-  "You should also never introduce your hand or fingers inside the water of the container/jerrycan as it can make the water dirty."

6. Summarize what is important to remember:

-  "So now we've put all the good and bad behaviors in the right place. Who can tell me what is important to remember?"
-  "Water container and cups need to be clean."
-  "Water container needs to be covered, also when we are transporting it"
-  "We need to wash hands before collecting water. We also can not introduce our hands/fingers in the water when using the scoop."
-  "Water we will use should be kept away from animals so it won't become dirty".











Safe water

Objectives	<ul style="list-style-type: none">• Understand that clear water is not always safe water• Understand that clear water can contain germs that make us sick• Know different methods to make the water safe
Duration	20 minutes
Aids used	<ul style="list-style-type: none">• Clean water• Salt• Cinnamon (or other visible spice)• Transparent cups/glasses• Poster of contaminated water (Picture 47)• Pictures of boiling and filtering water (Picture 48 – 49)

















Preparation

1. Take 3 glasses/cups and fill them with clean/drinkable water
2. Take salt (half a teaspoon) and bring it in one of the glasses. Stir the water until the salt is not visible anymore (completely dissolved).
3. Take cinnamon or another visible spice (1 teaspoon) and bring it in one of the other glasses. Stir the water. The water should be colored.
4. Now you have one glass that contains dissolved salt, one with cinnamon (or another visible spice) and one glass that only contains water. Make sure you know what is inside each glass.


Step-by-step instructions

1. Seat the children in a circle and go sit in between them with the puppet.
2. Discuss why water has to be clean:
 -  *"So now we have seen some good and bad behaviors of collecting and using water. Can someone tell me what is the main message of all these behaviors? The water has to be..."*
 -  *"Safe"*
 -  *"Indeed, the water has to be safe (clean and without germs). This can be done by washing our hands, cleaning the container, protect the water from becoming dirty,.. But why is it important to have safe water?"*
 -  *"To not become sick"*
 -  *"To avoid having dirty water in our body"*
 -  *"Dirty water can contain germs. Think about our first lesson where we talked about diarrhea. If germs come into our body they can make us sick."*
3. Ask how safe water looks like:
 -  *"What does safe water look like?"*
 -  *"Water that is clear, with no color".*



-  *"Is it always safe to drink clear water?"*
-  Let the children discuss it. The answer will become clear after the experiment.
4. Take the 3 glasses with water and start the experiment.
-  *"Here we see 3 glasses of water. Do you see any difference between the bottles?"*
-  The children must emphasize they see 2 glasses with clear water and one that is dirty.
-  *"Which water do you prefer to drink and why?"*
-  Let a few children answer the question. They will probably answer they would like to drink water that looks clear.
5. Invite children to choose which water they want to drink and let them drink it in a cup. Make sure that water from every glass is used, even the glass with the colored water. They are facing the group so that they can view their reaction. Ask the children to describe what they are tasting, so they understand it is not only water.
6. Ask a few students if they drunk clear water:
-  *"What do you taste?"*
-  *"Do you think it's clear water?"*
7. Ask the group what they learned from it.
-  *"So, what did you learn from this experiment?"*
-  Let the children discuss
-  *"It doesn't mean that if the water looks clear that it's safe. We couldn't see the salt, although it was in it. The same counts for germs. They can also be in the water without us seeing them. And remember, germs in water can come into our body when we drink it and can make us sick. That's why it's very important to be sure that the water we drink is safe without germs."*
8. Explain the poster with the contaminated water ([Picture 47](#))
-  *"Let's have a look at this poster. What do you see?"*
-  Let the children explain what they see.
-  *"Here we see a glass of water where the water looks clear and clean. But remember that germs are not always visible with our eyes. It's only when we have a closer look at it (for example under a microscope) that we see them. So remember that water that looks clean doesn't mean it's safe."*
9. Explain the ways to make sure the water is drinkable:
-  *"Remember what we've seen with good and bad behaviors. Be sure you always take water from a clean, protected water source, preferably from a water tap. Store the water in a clean, covered container."*
-  *"A way to purify water is boiling it. So, you put the water in a clean cooker and let it boil for at least 6 minutes (see [picture 48](#))."*





 *"If the water is not transparent you can also first filter it. This can be done by using a clean piece of cotton cloth. Keep in mind that filtering water doesn't mean the water is completely safe to drink! (see [Picture 49](#))."*












Cleaning a water container










Objectives	Learn how to clean a water container
Duration	30 minutes
Aids used	<ul style="list-style-type: none">• Water container• Soap• Clean water• Bean (or corn) grains• Cleaning a water container poster (Picture 50)• Different sets of cards with different steps of the 'cleaning a water container poster'

Step-by-step instructions



1. Seat the children in a circle and make sure everyone can see you well. Explain:
 "So now we know it's very important to take clean water and that not all the water that looks clean is drinkable. Now we will learn how we need to wash a water container. This should be done at least once a day.'
2. First give a demonstration of how to wash a container, using the different steps of the cleaning a water container poster ([Picture 50](#)). Just let the children watch you doing it without any explanation.
 "First I will give a demonstration. Pay close attention to the different steps I am doing."
3. Divide the children into groups of 4-5 students. Give every group a set of cards with the different steps of cleaning a water container. They have 3 minutes to decide in what order the cards need to be.
4. Show the different steps and explain what has to be done with every step by doing it

	 "Before cleaning, we wash our hands with water and soap. Like that, we prevent that we make the container dirty while cleaning it"
	 "Put two handfuls of dry bean grains in the container. If you don't have bean you can also use corn or small stones."  "Also add some soapy water"
	 "Screw the cap on the container."  "Shake the container well for at least 20 seconds. Like this, the materials attached to the inside of the walls will be removed."  Count loudly until 20 together with the children.



 <p>4</p>	<p> "Unscrew the cap"  "Empty the container of its contents"</p>
 <p>5</p>	<p> "Screw the cap back on"  "Remember what we learned at the beginning of the lesson. You should always cover the container while transporting it. This is to prevent it from becomes dirty."</p>
 <p>6</p>	<p> "Now we go to the water container and rinse it with clean water."  "All the material that is considered as impurities are removed and the smell of soap is no longer there."</p>

5. Close the activity:

-  "Now let's see which groups were right and have put the cards in the correct order".
-  Go check the cards of the groups and congratulate the groups who did it correctly.



Water collection game

Objectives	Children learn in an interactive way that clean hands, cups and containers are important when collecting water
Duration	30 minutes
Aids used	Sets of cards of water use/storage (Picture 51 – 60 & Picture 48 - 49)

Preparation

Set of cards:

- Soap (3x) ([Picture 51](#))
- Water tap (3x) ([Picture 52](#))
- Clean hands ([Picture 53](#))
- Dirty hands ([Picture 54](#))
- Clean cup ([Picture 55](#))
- Dirty cup ([Picture 56](#))
- Cleaning container ([Picture 57](#))
- Clean container ([Picture 58](#))
- Dirty container ([Picture 59](#))
- Cover of a container ([Picture 60](#))
- Boiling water ([Picture 48](#))
- Filtering water ([Picture 49](#))

Instructions game

1. Divide the children into groups of around 5 persons (depends on the amount of sets of cards you have).
2. Give every group a set of cards (cards in a random order).
3. Give the children some time to make a story with the set of cards. The story needs to end with Kamane who drinks clean water.
4. Explain them you will pick a group with the best story at the end. Criteria that they need to take into account to make a good story are:
 - Right steps to have clean water at the end of the story.
 - The amount of used cards. The more cards they use the better.
 - The creativity of the story. They can use the characters Gatare, Kamana & Maria.
5. Let the groups tell their story. Discuss after each story what was good/bad. Emphasize that it's important to have:
 - Clean hands
 - Clean containers
 - Clean cups



- Clean water
6. Decide what group has the best story. Take into account the criteria mentioned under point 3



The main goal of this activity is that the children understand that there are different steps to take into account to have clean water at the end of the story. So be strict about this and discuss this after every story. When they use for example in their story a dirty cup without using first soap and water to clean it, it needs to be clear that it's not good.





Recap safe water collection and use

Objectives	Repeating the take home messages
Duration	10 minutes
Aids used	

Step-by-step instructions

1. Explain the take home messages:

 *"Today we learned about safe water collection and use. Let's see what you've learned today."*

 Let some children explain what message they will explain their family/peers. Make sure next **take home messages** are discussed:

Clear water is not always safe
A water container and cup need to be clean
A water container always needs to be covered, also when we are transporting it
We need to wash our hands before collecting water
We shouldn't introduce our fingers or/and hands in the water container when using the scoop
Water you will use needs to be kept away from animals so it won't become dirty
It's better to keep a water container at height (40 – 50 cm)
Drinking unsafe water can make you sick



Lesson 3: Correct latrine use

Good and bad behaviors about latrine use

Objectives	Get to know the good and bad behaviors of correct use and cleaning of latrine
Duration	40 minutes
Aids used	<ul style="list-style-type: none"> • Poster of a smiley face and a sad face (Picture 18-19) • Posters of good behavior about correct latrine use (Picture 61 – 63) • Posters of bad behavior about correct latrine use (Picture 64 – 68)

Step-by-step instructions

1. As a preparation, hang the smiley face and sad face on the wall together with the posters of the previous lessons in the right place.
2. Welcome the children:

"Welcome again children. Nice to see you again. Today we learn something new. Again, it's about H.... (Who can complete?)"

"Hygiene"

"Who can tell me why hygiene is so important?"

The children should answer if we have good hygiene it will prevent us from becoming sick.

"What take-home message did you learn during the last lessons? Is there something you learned you talked about it with your mom, or brother/sister?"

Let the children tell what they learned.

3. Repeat good and bad behaviors of previous lessons while looking at the posters:

"We see already many good and bad behaviors hanging on the wall. Who can tell me what Gatare is doing here and why it's bad?"

Point at the same time to one of the bad behavior pictures.

"And here we see Kamana. Why is his behavior here good?"

Point at the same time to one of the good behavior pictures.



Try to discuss as many posters as possible from previous lessons. Repeating the main messages is very important to learn something and remember it. You can look at the worksheets of the previous lessons to know what are the key messages.

4. Explain the topic of the lesson of today:

"Everyone who went already to the toilet today, raise your hand."



👥 Many children will raise their hands.

🗨️ "Every person needs to go to the toilet, that's normal. But did you know if you don't do it well it can make you also sick?"

🗨️ "So it's very important you apply good hygiene behavior inside/before/after you go to the latrine. What did we learn already last time we have to do after the toilet?"

👥 "Wash our hands."

🗨️ "That's right. We will now see other good and bad behaviors about latrine use."

5. Give different students one of the pictures in random order and let them hang it to the board under the smiley or sad face. Ask the other students if they agree and let the children discuss it until the picture is put on the correct behavior. Explain with every picture what is important:



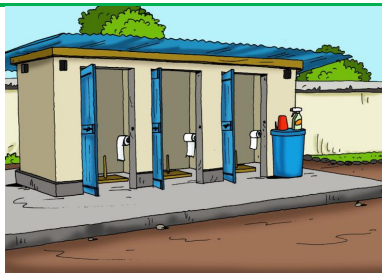
🗨️ "We learned last time we always need to wash hands after going to the toilet. In this school latrines, there are hand wash facilities available so we can say it's good behavior."

🗨️ "Do you remember other critical moments when we need to wash our hands?"

👥 "Before eating"

👥 "Before cooking"

👥 "Before collecting water."



🗨️ "We see pit latrines that are clean. It also has a cover to cover the hole, and toilet paper. That is also needed for a good toilet hygiene."

🗨️ "In this case we see more latrines next to each other, like for example in schools. It's important to not only have a clean latrine at home, but also in school."



🗨️ "What is Kamana doing here?"

👥 "He is pooing."

🗨️ "Is he doing it the correct way?"




👥 "yes"

🗨️ "Indeed, he is squatting correctly. What else is good in this latrine?"







👥 "We see items to clean the latrine, like the water and the broom."

🗨️ "The water can also be used to clean his bottom."






-  "Gatare is pooing close to the river. That's not good. You should always go to the toilet where you can hide your feces."
-  "Also going to the toilet in the open field or open bushes is not good."
-  "The reason why it is bad is because it will bring germs in the water and later it can come inside our body and make us sick."




-  "What kind of latrine do we see here?"
-  "A pit latrine"
-  "Is it a good or a bad one, and why?"
-  "It's bad because it's dirty"
-  "It's indeed not good to have a dirty latrine. If we leave a latrine so dirty like this, another person who will use it later can become sick".
-  "What's also not good here is that the pit is not covered."





-  "This is also a dirty latrine. Someone who leaves a latrine like this behind is showing bad behavior".
-  "What else do you see that's not good?"
-  "There is almost no toilet paper"



-  "Here the latrine looks quite clean. But it's still showing bad behavior. The pit is not covered. The pit of a latrine should always be covered, to avoid the spread of germs."



-  "Gatare is using the wall of the latrine to clean his back. It will make the latrine dirty which is not good."
-  "It's better to use (toilet) paper or water".
















Germs are spread by flies

Objectives	<ul style="list-style-type: none">• Realizing that open defecation leads to everyone is eating each other's feces• Realizing that flies can spread germs
Duration	20 minutes
Aids used	<ul style="list-style-type: none">• A glass or bottle of drinking water• Cups• Feces from the surrounding or something that looks like it• Hair/small stick/blade of grass• Poster of a fly on feces (picture 69)• F-diagram (picture 70)• F-diagram with blocking routes (Picture 71)

Step-by-step instructions

1. Take a glass or bottle of drinking water
 - "I have here a bottle of drinking water. You see the water is clear. But what did we learn last time about clear water?"
 - "Clear water is not always safe drinking water".
 - "Yes, that's true. But this water is drinkable because I bought in a shop/boiled it/collected it from a water source in a hygienic way". (Apply where the water comes from).
 - Give everyone who would like to have a glass of water to drink.
2. Take the feces so everyone can see it. Take hair from your head, or small stick or blade of grass and touch the feces with it.
 - "Imagine I have here some poo. I will now put this hair/grass on the poo".
3. Then put the hair in the glass of water.
 - "Now I take the hair/grass that was in the poo and put it in the water".
 - "Do you see something in the water?"
 - Most likely most children will say no.
4. Ask to drink the water.
 - "Who would like to drink the water now?"
 - Most children will refuse.
 - If children don't refuse, try to convince them: "But the hair/grass was in the poo and now in the water, so the water has feces inside now. Isn't that disgusting?"
 - "So why you don't want to drink it?"
 - "Because there will be poo in the water, and if we drink, we will drink the poo."
 - "Indeed. And feces are full of germs. And remember what germs inside our body can do?"



-  "They can make us sick".
5. Take the poster of the fly ([poster 69](#))
-  "What do you see here?"
-  "A fly"
-  "And how many legs does a fly have?"
-  Let the children count it on the poster and answer 6.
-  "Don't you think the legs of a fly looks a little bit like the hair/grass I just used? Well the same can happen with the fly as with the hair/grass. So if a fly is sitting on feces, it will carry these feces with him. And remember a fly has 6 legs, so it's even more than the one hair/grass."
6. Explain that flies can take germs where there is open defecation:
-  "What happens when a fly is sitting on our food?"
-  Let the children guess.
-  "If a fly is sitting on our food, its legs will bring what is on the leg on the food. And remember that the legs might have been in contact with feces. So it means that if feces/urine/latrine is not covered, the feces can come on our food."
-  "I told already that feces are full of germs. So it means that flies can also take these germs and bring them on our food. If we eat this food the germs will come into our body and can make us sick."
7. Summarize the activity:
-  "So what do you think is important here to remember?"
-  "We should always make sure the place we dispose of our feces/urine (and the preference place is a latrine) is covered.
-  "Indeed, that's also why it's so important to have a clean and covered latrine."



For older children (9 – 12 years old) you can introduce the F-diagram ([Picture 70](#)) here. Explain that flies are one of the transmission routes as you can see in the F-diagram. Different parts of the F-diagram:

- **Feces:** the germs in the feces on the left side can easily be transferred via different transmission routes
- **Fluids:** water can be contaminated and so contain germs. The same water is used by people to drink or cook
- **Fields:** when you are in the field (working or playing) you can come in contact with the feces and so the germs in these feces
- **Flies:** flies can sit on our feces and transfer the germs by sitting somewhere else
- **Fingers:** after defecation your hands came into contact with feces
- **Food:** via different transmission routes the germs can enter our food



These transmission routes can be blocked in several ways ([Picture 71](#)) :

- Washing hands at critical times
- Use safe water to drink and prepare food
- Using a latrine or cover feces
- Cover food
- Wash food



Good latrine use and cleaning

Objectives	<ul style="list-style-type: none"> • Learn the good way of using a latrine • Understand the importance of hygienic latrines • Know how to clean a latrine
Duration	60 minutes
Aids used	<ul style="list-style-type: none"> • Crayons • Black-and-white drawings on 'Using the latrine' (Picture 72 – 75) • Hand washing tools: water/soap • Posters 'using toilet' (Picture 76 – 77)

Step-by-step instructions












1. Divide the children into groups of 4-5 children. Give the children black-and-white drawings that they can color ([Picture 72 – 75](#)).














Older children might prefer to draw something themselves instead of coloring. You can ask them to show by drawing how their dream toilet would look like.

2. Take each group to the latrine and explain how to use the latrine and how to keep it clean by using the posters





















Pit latrine ([Picture 76](#))

	 "Enter the toilet. In this case, it's a pit latrine."
	 "Squat in this position so your back is hanging over the hole. You need to be sure that all the feces will go into the hole."  "If there are footpaths, you should put your feet on it".
	 "Clean your back. This can be done with different kinds of materials. What do you think you can use?"  "Toilet paper"  "Water"
	 "Afterwards make sure the surface around the hole is not dirty. You can use a broom and/or water."



	<p> "Also cover the hole with a lid. Do you remember why we have to do that?"</p> <p> "Because of the flies."</p> <p> "Indeed, if we don't cover it flies or other insects can sit on the feces and later it can come into our body."</p>
	<p> "The last step is something we learned already before."</p> <p> "After the toilet we need to wash our hands."</p> <p> "Do you remember other critical moments when you need to wash your hands?"</p> <p> "Before eating"</p> <p> "Before cooking"</p> <p> "Before collecting water"</p>

Flush toilet (Picture 77)




	<p> "Enter the toilet. In this case, it's a flush latrine."</p>
	<p> "Go sit on the toilet. But before you go sit on it, it's important to see if the toilet is clean. If not, you should need to clean it first."</p>
	<p> "Clean your back. This can be done with different kinds of materials. What do you think you can use?"</p> <p> "Toilet paper"</p> <p> "Water"</p>
	<p> "Flush the toilet. Like this, the feces flush away. Why do you think it's important?"</p> <p> "Because of the flies."</p> <p> "Indeed, if we don't flush it, flies or other insects can sit on the feces and later it can come into our body."</p> <p> "If the flush doesn't work, you can also take some water yourself and pour it in the toilet."</p>
	<p> "The last step is something we learned already before."</p> <p> "After the use of the toilet, we need to wash our hand."</p> <p> "Do you remember other critical moments when you need to wash your hands?"</p> <p> "Before eating"</p> <p> "Before cooking"</p> <p> "Before collecting water"</p>



3. Explain the importance of a clean latrine:
 - "When you leave the latrine, you should always make sure the latrine is clean. Otherwise, the person who comes after you will be in contact with dirty feces, which is not healthy."*
 - "So check the ground, the floor,..."*
 - "There are different items you can use to clean the latrine. What do you think can help?"*
 - "Water"*
 - "Soap"*
 - "Broom"*
 - "Indeed, use all this to clean the toilet before you leave."*
4. After the demonstration, make sure the children wash their hands with water and soap
5. When every group went to the latrine for the demonstration, bring all students back together to discuss what they learned.
 - "So what did we learn in this lesson?"*
 - "We need to poo correctly in the hole"*
 - "Feces must be covered"*
 - "To cover feces, we need to flush the toilet, or cover the hole with a lid."*
 - "Indeed, because germs in feces can be spread by flies."*
 - "We always need to wash our hands after toilet."*
 - "That's true. Think about it that feces of young children and babies can also be harmful. That's why it's also important to clean your hands after you cleaned them."*
 - "A toilet must always be clean. To clean it we can use water, soap and a broom."*
6. You can also explain to the children what to do if they don't have a good toilet at home:
 - "Now we've learned a lot what do with a latrine. Maybe at your home you don't have an improved latrine."*
 - "Think about how your latrine at home looks like. It might be very good to talk with your parents about what you learned about latrines. This can be beneficial for your whole family."*
 - "Important things that an improved latrine should have are:"*
 - Roof
 - Walls
 - Door
 - Cover for the pit
 - Hand wash facilities"
 - "If you miss some of these things in your latrine at home, you can build it together with your family. Don't forget to also add items for personal*



cleaning like toilet paper or water. What else should be available to keep the latrine clean?"

-  "Water"
-  "Soap"
-  "Broom"

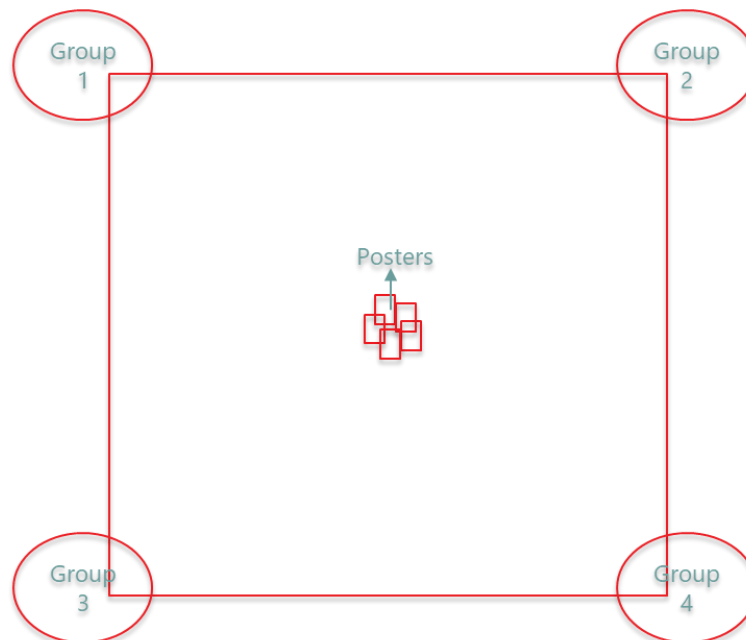


Latrine game

Objectives	Children learn how to use and clean a latrine in an interactive way
Duration	30 minutes
Aids used	<ul style="list-style-type: none">• Posters of good behavior about correct latrine use (Picture 61 – 63)• Posters of bad behavior about correct latrine use (Picture 64 – 68)• A board to count the points

Preparation

1. Make a square with in the middle the latrine behavior posters











Instructions game

1. Divide the children into 4 groups and give every child a number. In each group, there is 1 child with number 1, 1 child with number 2, etc.
2. Place every group in a corner of the square
3. The 4 groups compete.
4. Say a number and a situation of one of the pictures*.
 - In each group, the child with the number runs to the posters, tries to pick the correct poster and runs back to its group.
 - The group of the child who arrives first to his/her group with the correct poster scores a point
5. The group with the most posters/points at the end wins the game



*For the descriptions of the situations you can use:

	Hand wash facilities
	Clean school latrines
	Squatting above the hole

	Pooing in the river
	Dirty pit latrine
	Dirty flush latrine
	Latrine not covered
	Cleaning back with wall of latrine



To make the game a little bit more difficult you can instruct the children to only take pictures who are good (behavior). For example: if the facilitator tells the situation 'pooing in the river' they are not supposed to run to get the picture. If they bring the picture to the group they lose a point.





Recap correct latrine use

Objectives	Repeating the take home messages
Duration	10 minutes
Aids used	

Step-by-step instructions


1. Explain the take home messages:

 *"It's time again for the take home messages of today. What will you teach your peers about the correct use of a latrine?"*

 Let some children explain what message they will explain their family/peers. Make sure next **take home messages** are discussed:

When you leave the latrine you should check if it's clean
Being in a dirty latrine will bring you in contact with germs and can make you sick
A latrine needs to be cleaned with water, soap and a broom
The pit of a pit latrine needs to be covered
Germs can be spread by flies or other insects
If feces are not covered, other persons can come into contact with the germs of the feces and can make them sick
Defecating in open places close to rivers, open fields and bushes is not good. You should always cover your feces to not spread diseases.
To cover feces, you need to flush the toilet, or cover the hole with a lid
You should wash your hands after going to the toilet
You can improve your latrine at home by building walls, a roof, a door or a cover for the pit or install handwashing facilities/tippy tap inside or outside the latrine

2. Convince the children of their role in raising awareness of their parents:

 *"Remember the take home messages and talk with your parents how you can improve your latrine at home. Your whole family will benefit from it and it will reduce diseases within your family."*

Lesson 4: Menstrual hygiene management

Introduction

This lesson consists of different kind of activities:

1. Introduction about menstruation: in this part, a theoretical background information is provided about menstruation
2. Good and bad behavior about menstrual hygiene
3. Use of menstrual supplies
4. True/false game: in this activity the children will learn some important facts about menstruation













Although menstruation is something that girls and women are experiencing, it's very important to **include boys** in this lesson too. Boys/men also need to understand this topic so they can help their sisters/mothers/peers. Besides that, it will make the topic easier to talk about menstruations and reduce social taboos that can hurt the girls' well-being.

The age that most girls have their menstruation for the first time is between 8 - 13 years old. It's recommended to give this lesson only to the older children from **9 – 12 years old**. For younger children, it might be too complex.

What is menstruation?

Objectives	<ul style="list-style-type: none"> • Girls and boys understand how the reproductive system works • Girls and boys understand what menstruation is • Girls and boys understand puberty and changes to boys and girls
Duration	40 minutes
Aids used	<ul style="list-style-type: none"> • Poster of a girl and a woman next to each other (Picture 78) • Poster of boy and men next to each other (Picture 79) • Poster of a uterus (Picture 80) • Statements about menstruation (Picture 81) (not needed if you write the statements yourself) • Cards with the numbers to fill in the statements (Picture 82) (not needed if you write the numbers yourself)

Step-by-step instructions

1. Seat the children in a circle and go sit in between them
2. Show the poster with the naked girl and women ([Picture 78](#))
 -  "What do you see here?"
 -  "A naked girl and a naked woman"
 -  "How do you know this is a woman and she is a girl? How do you see the difference?"
 -  "The girl is smaller"
 -  "The woman has breasts"
 -  "The woman has pubic hair"
 -  "The girl has less wide hips than the woman"
3. Explain to the children that a girl becomes a woman during puberty
 -  "Puberty is a period when a girl starts to become a woman. It's a special time where the body changes so that one day a woman can have children and start her own family. Does someone know when puberty starts?"
 -  Let the children guess
 -  "For every child it's different, but in most cases, it starts between 8 and 13 years old."
 -  "So as we see in the picture, a lot of changes will happen. The girl will become bigger, creates breasts, will have wider hips, develops pubic and underarm hair,... During this period a girl can also have acne/pimples and emotional changes."
4. Explain that also for boys there will be some changes using the poster ([Picture 79](#)):
 -  "Boys also turn into young men during puberty, but this starts most of the time a little bit later, between 10 and 15 years old."



"If you look at this picture, what are the changes between the boy and the men?"

"The boy is smaller"

"The men has more muscles."

"The men has wider shoulders."

"The men has a beard."

"The men has more hair over his body (pubic hair, under the arms,...)"

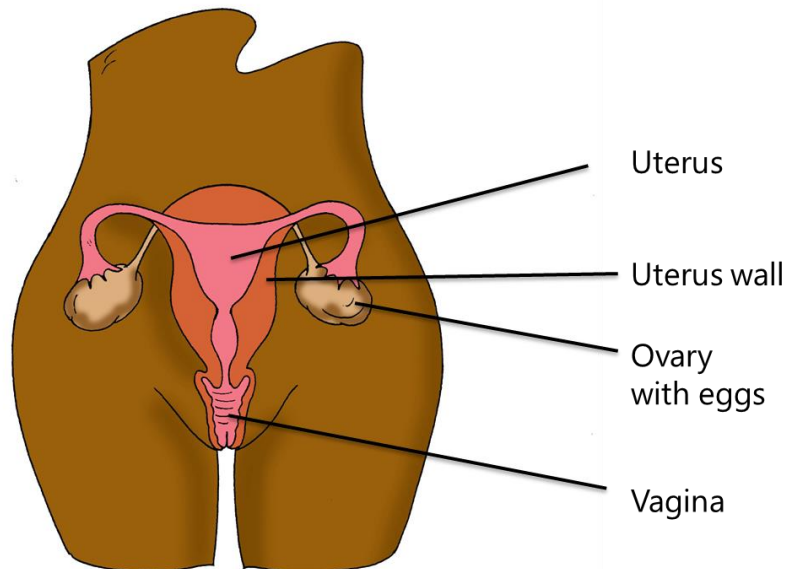
5. Show the picture of the female reproductive system ([Picture 80](#))

"What do you see here?"

"The reproductive system of a women".

"Here we see the uterus of a girl/woman. It's the female reproductive system which means it's needed to grow a baby and give birth."


6. Explain the different parts and explain what it is:




Ovary	<p> "This is the place where the eggs of a women/girl are stored"</p> <p> "Every month the ovary releases an egg. The egg travels to the uterus. If the egg comes in contact with sperm from a man, it can become a baby".</p>
Uterus	<p> "This is the place where a baby grows."</p>
Uterus wall	<p> "At the edge of a uterus a soft and thick lining is created. When a woman is pregnant, it will feed the baby who is growing in the uterus. When a woman is not pregnant this layer will leave the body every month with some blood. This is your menstruation."</p>


Vagina	 <i>"This is the place where the blood of the menstruation or a baby leaves the body of the woman."</i>
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7. Explain what is menstruation using the statements ([Picture 81](#)) with the numbers ([Picture 82](#)):

 *"Who knows what is menstruation?"*

 Let the children tell what they know about it.

 *"I have different statements about menstruation, but the numbers are left out. I have also cards with numbers. Who can tell me what number needs to come where?"*

 Let the children answer one by one if they know a correct number.

8. Solution:











- Girls starting to have their menstruation is mostly between **10** and **15** years old.
- It's a normal process that happens to all the women in the world.
- Every month a girl/woman has her period, which means that blood is coming out the vagina. The women's period usually occurs every **28** days, but this can be different. In the beginning, it is normal that menstruations don't come every month.
- The bleeding takes normally between **2** to **7** days.
- A girl/women will lose around **6 – 8 teaspoons** of blood during her menstruation period.
- When a woman gets older, they normally stop having their monthly period (mostly around **45-50** years old).



Good and bad behavior about menstruation hygiene

Objectives	Get to know good and bad behaviors of menstrual hygiene
Duration	40 minutes
Aids used	<ul style="list-style-type: none">• Poster of a smiley face and a sad face (Picture 18-19)• Posters of good behavior about menstrual hygiene (Picture 83 – 89)• Posters of bad behavior about menstrual hygiene (Picture 90 – 94)

Step-by-step instructions

1. Repeat the topics of the previous lesson:
 -  "So today we talk about menstrual hygiene. There are good and bad behaviors around menstruations. Who remembers what were the topics of our previous good and bad behavior exercises?"
 -  "Hand washing"
 -  "Latrine use"
 -  "Collecting and using water"
 -  "And why it's important to have this good hygiene?"
 -  "To avoid germs will enter our body that makes us sick".
2. Explain why it's important to have good hygiene during menstruation:
 -  "Did you know that it's also important to have good hygiene if a girl has her menstruation?"
 -  "Last time we've seen that germs like bacteria are in feces, so if we are not hygienic the germs can enter our body and make us sick. Well, bacteria also like the environment of the blood of menstruations. These bacteria can then enter the body via the vagina what can cause infections."
3. Explain the activity:
 -  "So we will do the same as the previous time. We have different behaviors, and some of them are good, and others are bad. We will not only discuss hygiene but also other menstruation behaviors."
 -  Give different students one of the pictures in random order and let them hang it to the board under the smiley or sad face. Ask the other students if they agree and let the children discuss it until the picture is put on the correct behavior. Explain with every picture what is important:



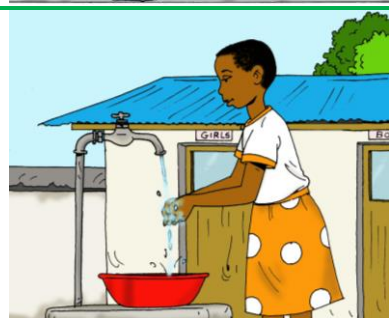
- 🏠 *"It seems like Maria doesn't feel so good. It's normal that during menstruation your stomach or back can be painful. To reduce the pain, you can put some lukewarm water on your stomach or back."*
- 🏠 *"You can also do a little exercise like walking to keep your body active."*



- 🏠 *"Reusable pads should be cleaned by washing it with water and soap."*
- 🏠 *"It's very nice of Kamana that he is helping her. Although boys/men don't have menstruation, they can still support their peers with it."*



- 🏠 *"You should always throw your used disposal pads, (tampons) away in a safe way. A good way of doing it is throwing it in a trash bin that can be covered. Like that other people will not be able to come in contact with the blood and possible germs."*




- 🏠 *"By changing your pad/tampon, you can be in contact with the blood. These will contain germs, so you need to wash your hands to remove them."*
- 🏠 *"Also before you change your pad/tampon you need to wash your hands. If your hands are dirty, dirt on your hands can come into the vagina while changing the pad or tampon."*




- 🏠 *"If you have your menstruation it's good to wash your vagina daily with some warm, clean water. It's not good to use normal soap, because it can be too aggressive for your vagina."*




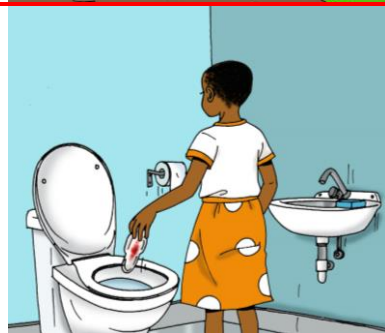
 "If you don't have immediately a place to throw away your used pad/tampon, you can put it in a paper bag until you have found a trash bin".




 "We see Maria is talking with her mother. When you have concerns about your menstruation, it's good to talk about it with other women like your mother, sister, friends,.. Like that you can find support with each other."




 "Used pads/tampons should be disposed in a safe way so other people will not be in contact with the blood and possible germs. By throwing it in the open ground it will come into the environment and we don't know where it will end."



 "Throwing the used pad or tampon in the toilet can obstruct the toilet. If that happens you will not be able anymore to flush the toilet, what causes bad hygiene of course."



 "What Gatare is doing here is bad behavior. Menstruation is something natural and there is no reason to laugh with it. It's better to help your sisters/friends/mother who have to deal with it."



🏠 *"Here we see that Maria is hiding her pad under her bed. It feels like she is ashamed of it. It's not a good place to store or dry your pads."*

🏠 *"A better way to do it is to hang the pads in the sun. Like that it will kill bacteria on the pads."*

🏠 *"Drying the pads in a good way is not only good for hygiene, but it will also reduce the smell."*

🏠 *"If you can not dry the pads in the sun, make sure they are not left damp or don't reuse them when they are still humid."*



🏠 *"It's not because you have your menstruation that you can not participate in your daily activities. If you have the right equipment with you to regularly change your pad/tampon, you can just do what you normally do. This means also that you can just go to school."*



If the school has a change room for girls, mention that the girls can use that room to change themselves during their menstruation.



Use of menstrual materials


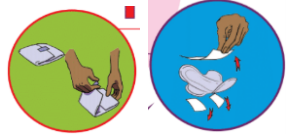





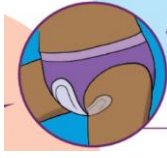



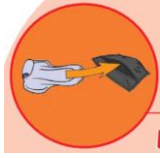







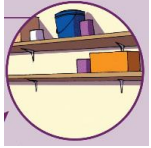

Objectives	Girls and boys understand the different tools that can be used
Duration	30 minutes
Aids used	<ul style="list-style-type: none">• Reusable pad• Disposable pad• Tampon (optional)• Underpants• Folder with picture use and disposal of your pad (Picture 95)• Folder with picture use and disposal of your reusable pad (Picture 96)

Step-by-step instructions

1. Summarize what is menstruation:
 - "So we just learned about menstruation. Can someone explain briefly what is happening during the menstruation?"*
 - Let the children tell what they remember.
 - "During the menstruation, that happens every month, a layer of the uterus will come out of the vagina. This comes together with some blood."*
 - "It's important to capture this blood in a good and hygienical way."*
 - "It's a natural process and the girls/women don't have to be ashamed of."*
2. Take the pads and tampon and let it pass in a circle.
 - "Here we have different supplies that can be used. Can you describe what you see, feel,..?"*
 - Let the children tell what they see. Make sure that boys also inspect the materials.
3. Explain every item and how it needs to be used. Demonstrate it with the pads/tampon and the underpants while you explain it. You can find the different steps on the leaflet:




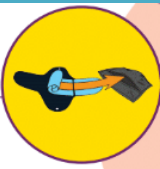
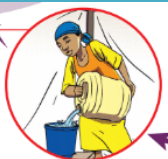





Pads

	<p> "Before and after we change, it's very important to wash our hands with water and soap."</p>
	<p> "Most of the time pads are covered in paper. Remove the pad from it."  "Under the pad is also paper attached. Remove this too, together with the paper of the wings"</p>
	<p> "Now you can attach the pad in the underwear. Make sure you put the sticky side (where the paper was attached) down."  "Some pads have wings. You can fold it under. Like this, the pad will stay better in place."</p>
	<p> "Now you can wear the underpants, with the pad attached."  "Now wash your hands again."  "Replace the pad every 2 to 6 hours. It depends on the amount of blood you lose."</p>
	<p> "When you take out the pad after a couple of hours, you can roll it."  "If you have the paper of the wrapper you can put it inside of it. If you don't have it, fold it in another bag/paper."</p>
	<p> "You can not throw the pad everywhere you want. Throw it away in a rubbish pit or rubbish bin."  "Never put it in a flushed latrine. It will block the latrine so you can not flush anymore".  "Only if you really don't have another option, you can put it in a pit latrine".  "If you don't find a bin immediately, keep the pad in a paper bag until you found something."</p>
	<p> "Store your pads in a dry place, privately in the container provided until your next monthly period."</p>



Reusable pads

	<ul style="list-style-type: none">“Before you use a reusable pad for the first time, it’s best to wash it first with soap and water and let it dry in the sun.”“Like this it will be able to absorb more blood.”
	<ul style="list-style-type: none">“Before you attach the pad, it’s also important to wash your hands first”“To attach the pad in the underwear, wrap the wings around it.”“Make sure the soft side is up”.
	<ul style="list-style-type: none">“Now you can wear the underpants, with the pad attached.”“Now wash your hands again.”“Replace the pad every 2 to 6 hours. It depends on the amount of blood you lose.”
	<ul style="list-style-type: none">“After a couple of hours, you can remove the pad again”.“If the pad has a pouch, remove the pad and keep it in there if you can not wash it immediately. If you don’t have it, fold it in another bag/paper.”
	<ul style="list-style-type: none">“A used reusable pad needs to be cleaned of course.”“Before you really wash it, you can put the pad in cold water for 15 minutes. This will make it easier to wash the blood out.”
	<ul style="list-style-type: none">“After that wash the pad in clean water with soap.”“Make sure you rinse the pad after washing.”
	<ul style="list-style-type: none">“You can never use the pad while it’s still wet. So dry it in the sun or iron it. ”
	<ul style="list-style-type: none">“When the pad is dry you can use it again.”“Never use a pad from someone else, even when it’s cleaned.”“Store your pads in a dry place, privately in the container provided until your next monthly period.”



True or false





Objectives	Children learn important messages about menstruation
Duration	20 minutes
Aids used	Poster of smiley face and sad face (Picture 18-19)

Step-by-step instructions

1. Explain the activity:
 - Ask everyone to stand up. Hang the poster of the smiley and sad face on the wall.
 - "Now we will play a little game to test your knowledge about menstruation."
 - "I have different true/false statements. After I've said the statement you need to decide if it's true or false. If you think it's true, go stand with the smiley face. If you think it is false, go stand next to the sad face."
2. Read the different statements. After everyone decided if it's true or false you give the right answer with a small explanation. Make sure that after every statement the children come back in the middle of the room, so they always have to decide again to go to the true or false face.

A girl has her menstruation exactly every 28 days.	FALSE "It's true that in general, it's 28 days, but this can vary from women to women. In general, the first times you have your period, this period will be different."
Menstruation is something normal	TRUE "It's a totally natural part of a healthy woman. Girls and Women should not be ashamed about it."
Menstruation is only an issue for girls/women	FALSE "Boys/men should also take care of their sisters/mom/peers who have their menstruation. It's also important they understand how it works so they can help others."
Menstruation is a disease	FALSE "Menstruation is a natural part of biological maturity. Every woman has it and there is no risk of contamination. BUT, it's important to know if you don't handle it well, without good hygiene practices, it can make you sick. Bad hygiene habits can cause bacteria entering your body via your vagina, which can give infections and other diseases."



<p>If you have your menstruation you cannot go to school.</p>	<p> FALSE <i>"Having your menstruation should not give you the feeling you want to stay home. That's why it's important to have the necessary equipment and facilities at school."</i></p>
<p>You can not throw away your used pad/tampon in a flushed toilet.</p>	<p> TRUE <i>"Throwing the used pad or tampon in the toilet can obstruct the toilet. If that happens you will not be able anymore to flush the toilet, what causes bad hygiene of course."</i></p>
<p>You can bathe during your menstruations.</p>	<p> TRUE <i>"It will help you to feel fresh, relaxed and will prevent odors."</i></p>
<p>You need to change your pad/tampon every two to six hours.</p>	<p> TRUE <i>"It's not good to use the same pad/tampon a whole day, so you need to change it regularly."</i></p>





Recap menstrual hygiene management

Objectives	Repeating the take home messages
Duration	10 minutes
Aids used	

Step-by-step instructions

1. Explain the take home messages:

 *“So probably you learned a lot today about menstrual hygiene. Let’s try to remember some important messages you can take home with you and talk about with your peers.”*

 Let some children explain what message they will explain their family/peers. Make sure next **take home messages** are discussed:

Having your menstruation is perfectly normal and is not something you should be ashamed of.

Always wash your hands before and after changing your menstrual material

Having your menstruation doesn’t mean you can not continue your normal activities or go to school

A reusable pad needs to be cleaned with water and soap and dried

You can not dispose menstrual materials in a flushed toilet

Used menstrual materials should be disposed in a rubbish bin or rubbish pit

You should change your pads/tampons a few times a day

Girls/women have their menstruation every month but this can vary



Recap memory game

Objectives	Repeating the good and bad behaviors of all lessons
Duration	30 minutes
Aids used	Set of memory cards



This game can be played outside the lessons. It's recommended to play the game several times after the lessons are completed. Like this the children will remember the lessons and memorize the good and bad hygiene behaviors.

Step-by-step instructions

1. Place the cards with the drawings down in a random order
2. Each child can flip one by one 2 cards so everyone can see the what is illustrated on the card.
 - If it are 2 different cards, the child needs to rotate the cards again
 - If the 2 cards are the same the child can keep the 2 cards. Ask the child what is pictured on the card and why it's a good or bad behavior (the green or red frame around the drawing indicates whether it's a good or bad behavior)
3. The child with the most pairs at the end of the game wins

VIII. Appendix

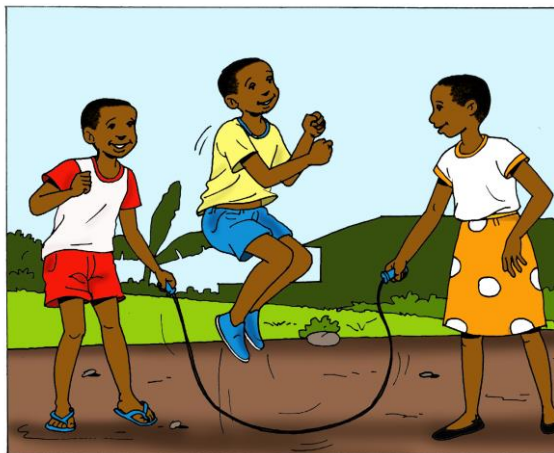
Posters/pictures

Introduction lesson

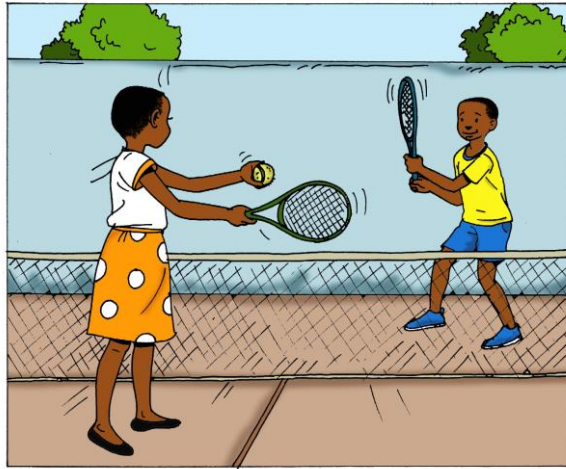
Picture 1 Characters



Picture 2 Leisure activity 1



Picture 3 Leisure activity 2



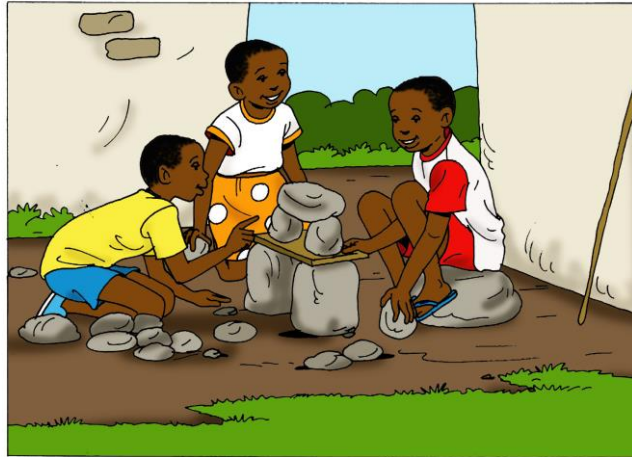
Picture 4 Leisure activity 3



Picture 5 Leisure activity 4



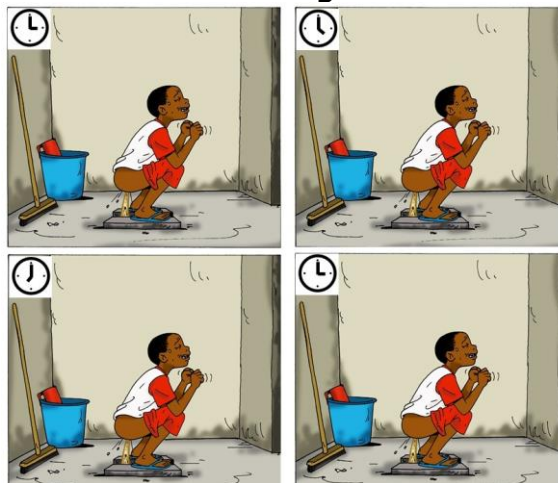
Picture 6 Leisure activity 5



Picture 7 Watery stools



Picture 8 Often go to the toilet



Picture 9 Stomach pain



Picture 10 Feeling weak



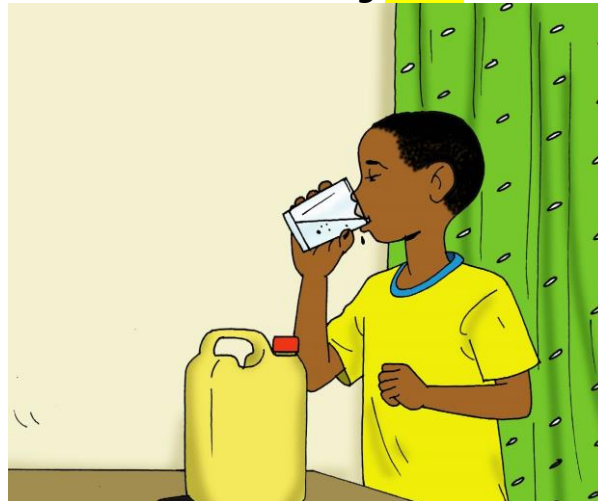
Picture 11 Fever



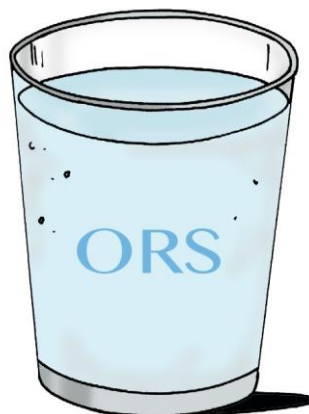
Picture 12 Rumbling stomach



Picture 13 Drinking clean water



Picture 14 ORS



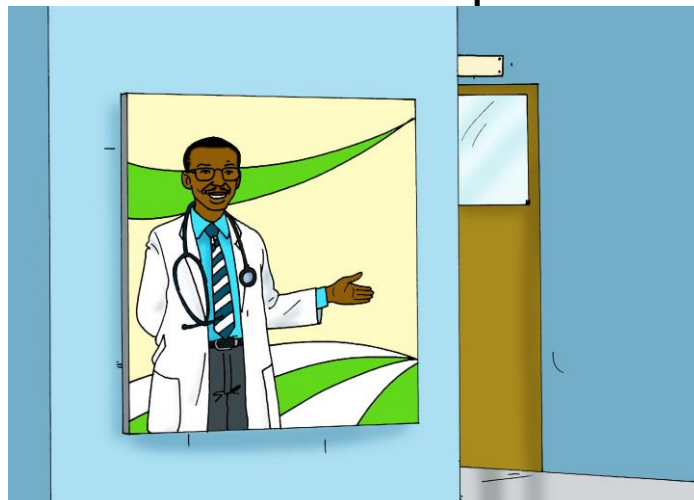
Picture 15 Rice water



Picture 16 Small portions of food



Picture 17 Health post



Lesson 1: Handwashing with soap and water

Picture 18 Smiley face



Picture 19 Sad face



Picture 20 Good behavior: wash hands before eating



Picture 21 Good behavior: wash hand before eating (2)



Picture 22 Good behavior washing hands before preparing food



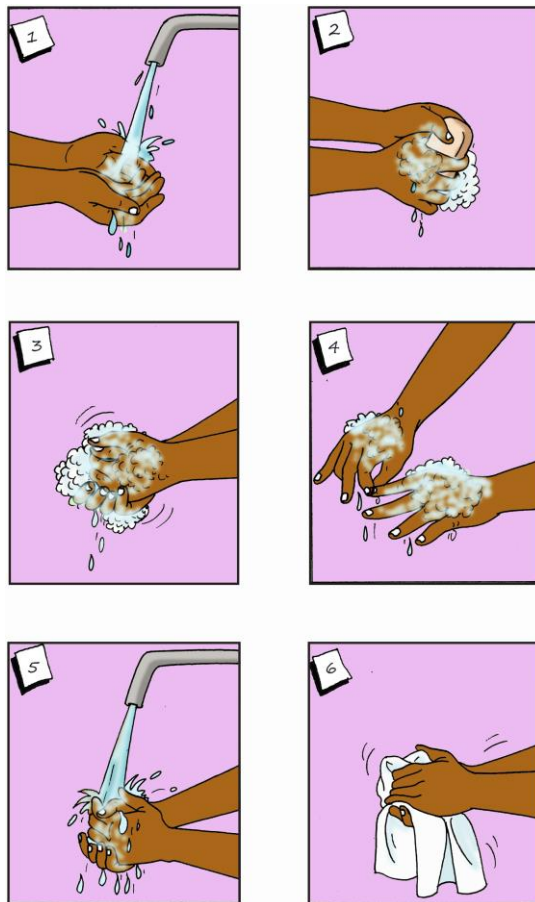
Picture 23 Good behavior washing hands after toilet



Picture 24 Good behavior washing hands after toilet (2)



Picture 25 Hand washing poster



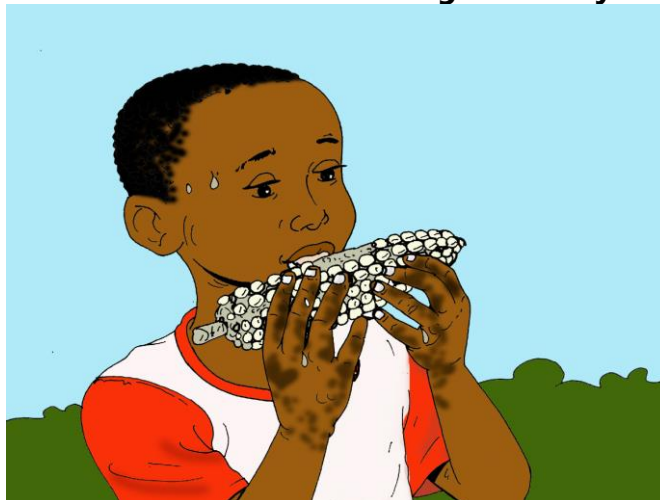
Picture 26 Bad behavior washing hands in bucket without soap



Picture 27 Bad behavior cleaning hands with wall of latrine



Picture 28 Bad behavior Eating with dirty hands



Picture 29 Bad behavior drying hands with clothes



Picture 30 Football story: Gatare and Kamana are playing football



Picture 31 Football story: Gatare and Kamana are both going home



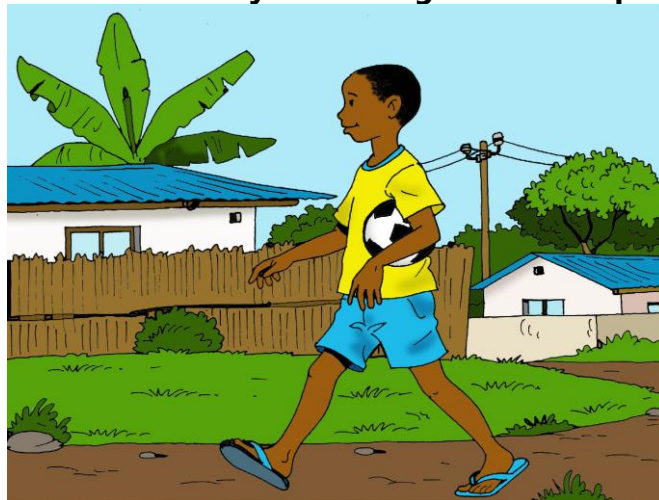
Picture 32 Football Story: Kamana washes hands after going to the toilet



Picture 33 Football story: Kamana washes hands before eating



Picture 34 Football story: Kamana goes back to play football



Picture 35 Football story: Gatare defecates not in a toilet



Picture 36 Football story: Gatare is eating without washing his hands

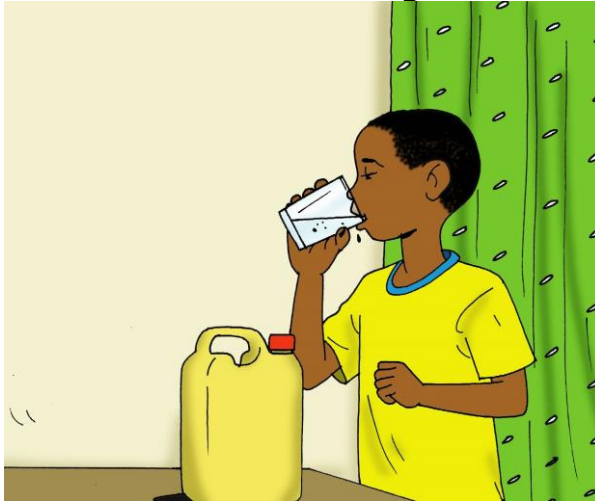


Picture 37 Football story: Gatare is being sick and can not go to play football



Lesson 2: Safe water collection and use

Picture 38 Good behavior: drinking from clean container



Picture 39 Good behavior: Cleaning a water container



Picture 40 Good behavior: walking with covered water container



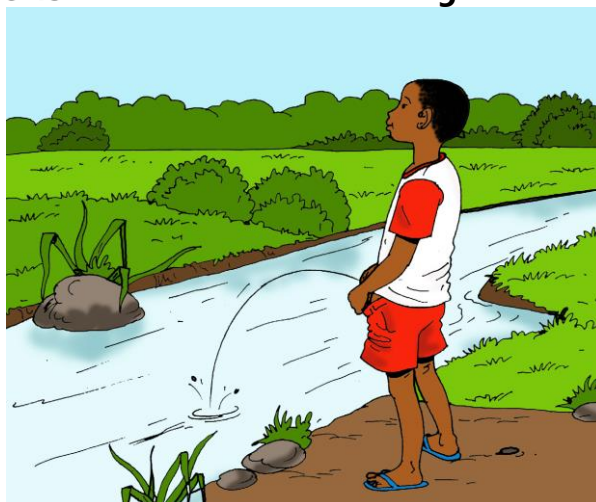
Picture 41 Good behavior: washing hands before collecting water



Picture 42 Bad behavior: collecting dirty water



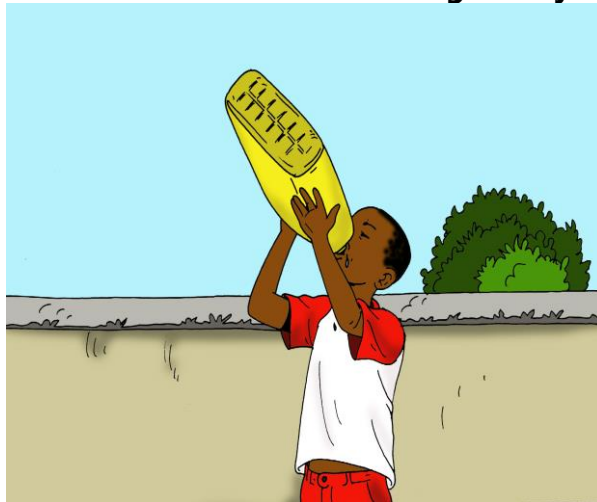
Picture 43 Bad behavior: urinating near the source



Picture 44 Bad behavior: not fenced water



Picture 45 Bad behavior: drinking from jerrycan



Picture 46 Bad behavior: bad collection of water



Picture 47 Contaminated water



Picture 48 Boiling water



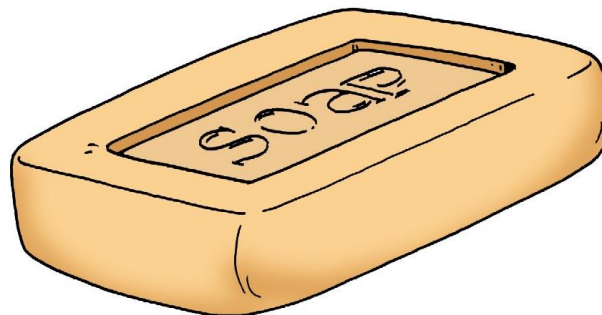
Picture 49 Filter with cotton cloth



Picture 50 Instruction poster how to clean water container



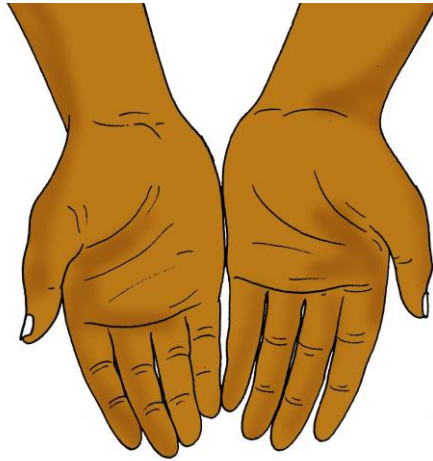
Picture 51 Piece of soap



Picture 52 Water tap



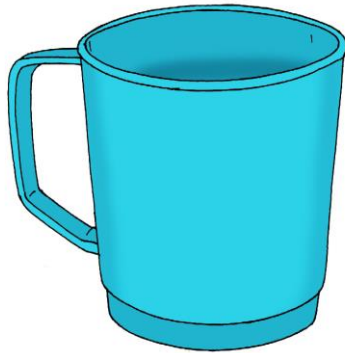
Picture 53 Clean hands



Picture 54 Dirty hands



Picture 55 Clean cup



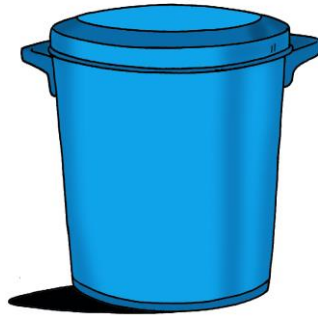
Picture 56 Dirty cup



Picture 57 Cleaning water container



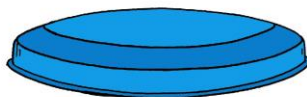
Picture 58 Clean container



Picture 59 Dirty container



Picture 60 Cover of a container

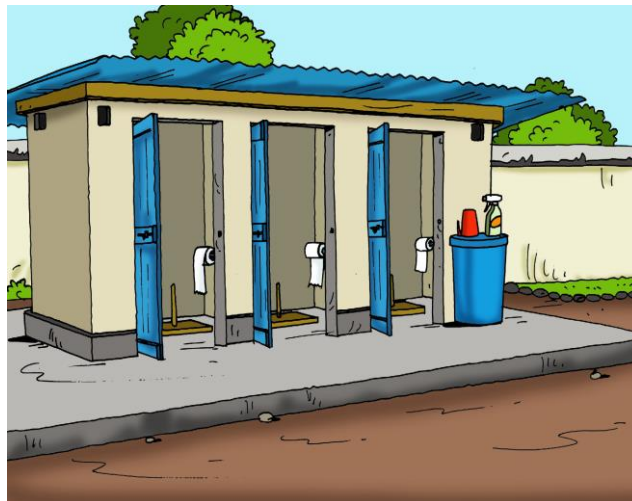


Lesson 3: Correct latrine use

Picture 61 Good behavior: school latrine with hand washing facility



Picture 62 Good behavior: clean latrine



Picture 63 Good behavior: correct squatting



Picture 64 Bad behavior: Defecating in the river



Picture 65 Bad behavior: Dirty pit latrine



Picture 66 Bad behavior: dirty latrine



Picture 67 Bad behavior: uncovered latrine



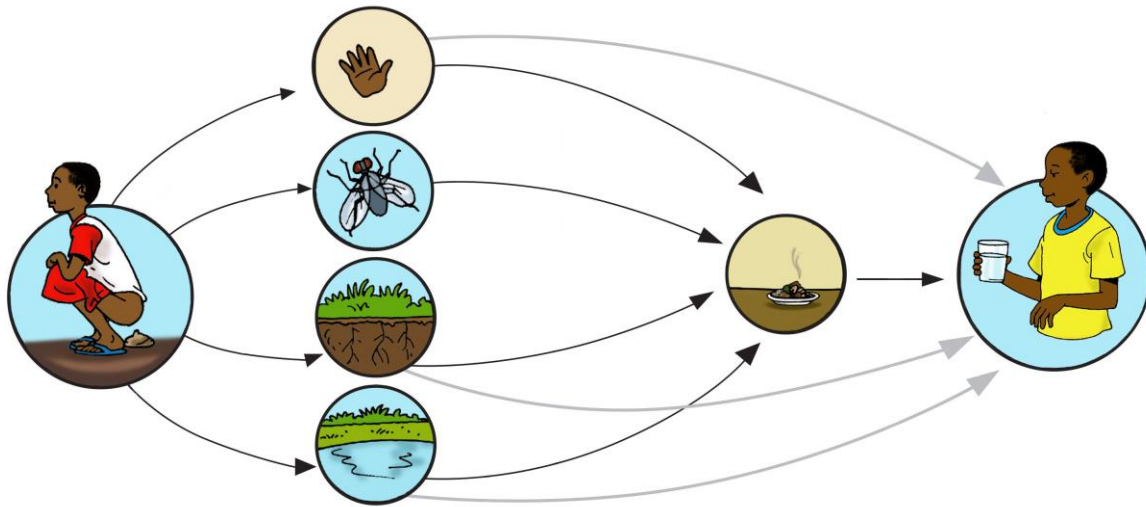
Picture 68 Bad behavior: cleaning back with wall of latrine



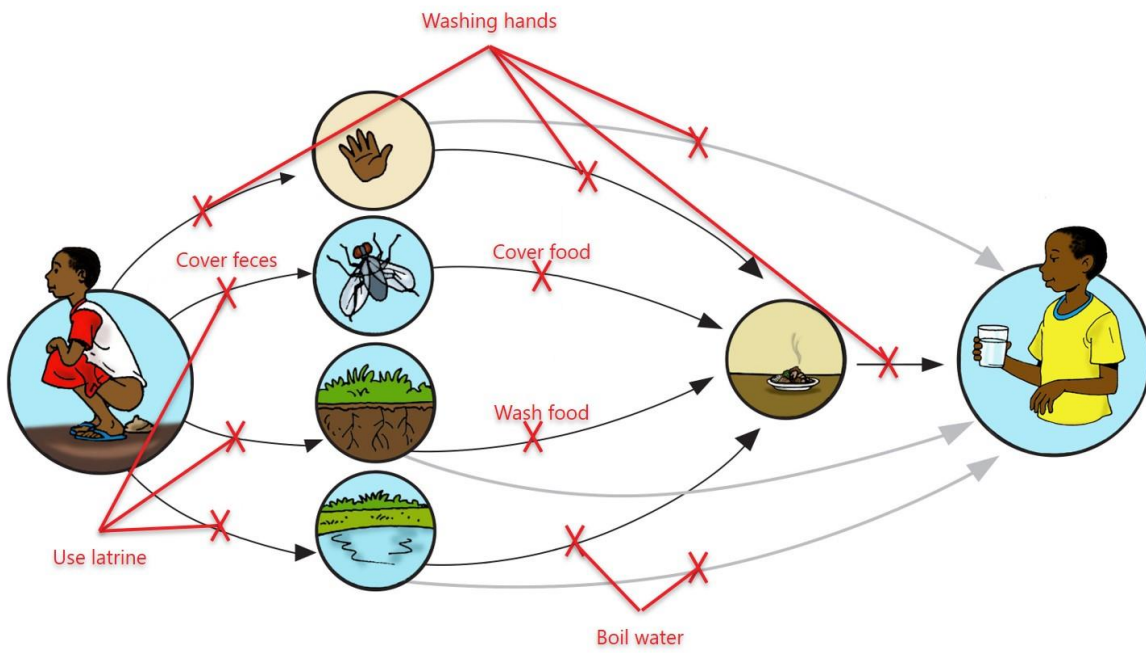
Picture 69 Fly



Picture 70 F-diagram



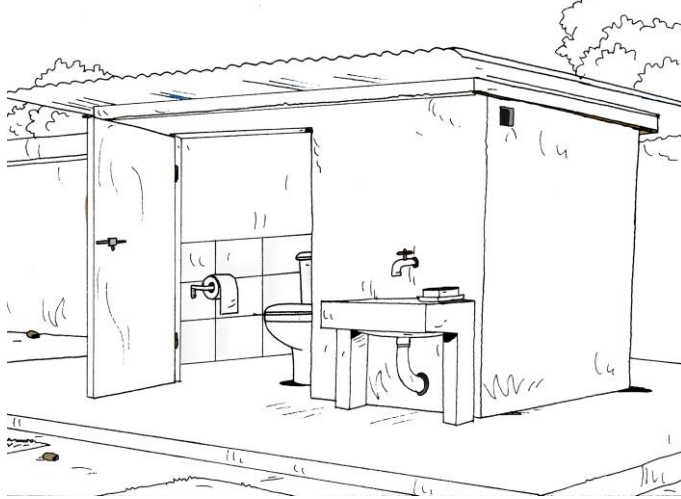
Picture 71 F-diagram with blocking routes



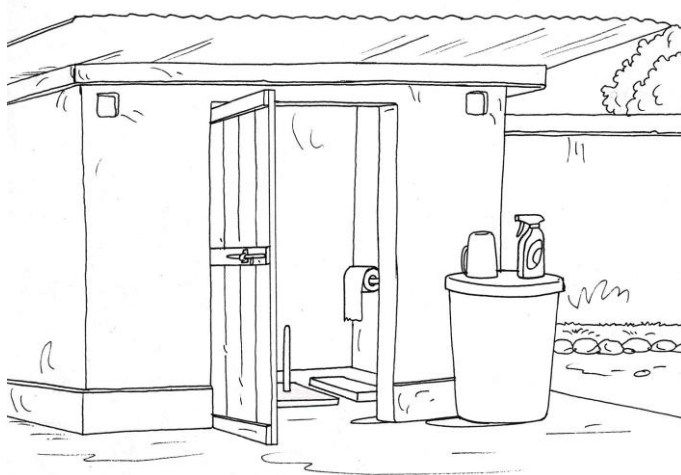
Picture 72 Black and white drawing 1



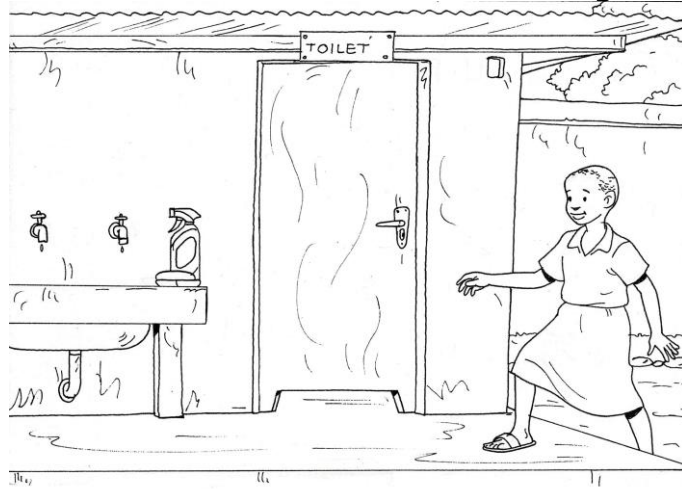
Picture 73 Black and white drawing 2



Picture 74 Black and white drawing 3



Picture 75 Black and white drawing 4



Picture 76 Poster Going to pit latrine

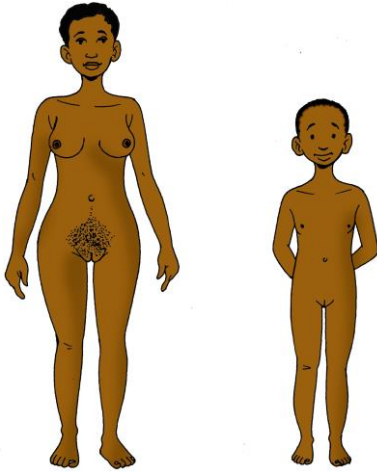


Picture 77 Poster going to flush toilet

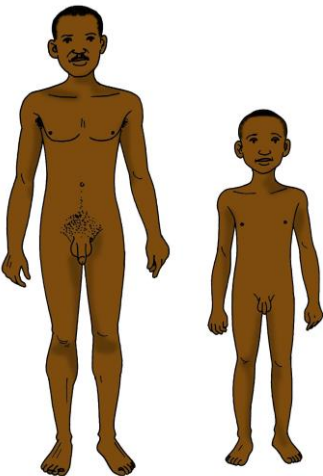


Lesson 4: Menstrual hygiene

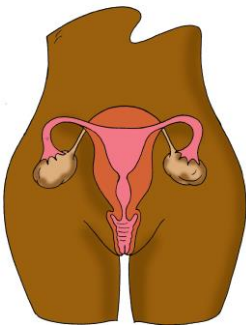
Picture 78 Naked women and girl



Picture 79 Naked men and boy



Picture 80 Female reproductive system



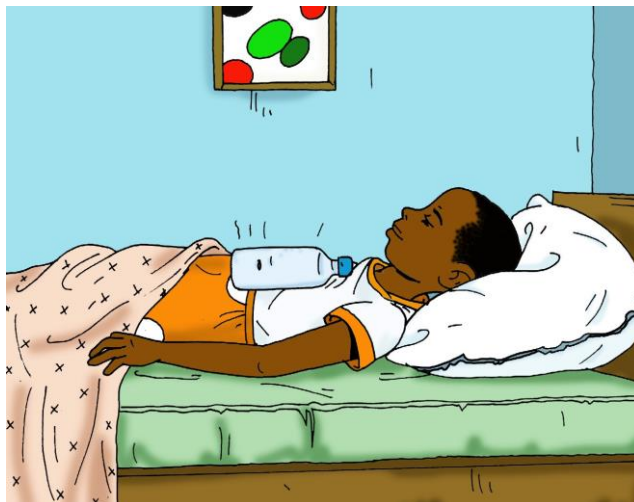
Picture 81 Statements menstruation

Girls starting to have their menstruation is mostly between and years old.
It's a normal process that happens to all the women in the world.
Every month a girl/women has her period, which means that blood is coming out the vagina. The women's period usually occurs every days but this can be different. In the beginning it is normal that menstruations don't come every month.
The bleeding takes normally between to days.
A girl/women will lose around - teaspoons of blood during her menstruation period.
When a women gets older, they normally stop having their monthly period (mostly around - years old).

Picture 82 Numbers for menstruation statements



Picture 83 Good behavior: deal with stomach pain



Picture 84 Good behavior: cleaning pads with the help of men



Picture 85 Good behavior: disposal pad in a safe way



Picture 86 Good behavior: washing hands after changing



Picture 87 Good behavior: cleaning vagina



Picture 88 Good behavior: store used pad in paper bag



Picture 89 Good behavior: talk with peers



Picture 90 Bad behavior: disposal in open ground



Picture 91 Bad behavior: disposal in flushed toilet



Picture 92 Bad behavior: laughing with girls



Picture 93 Bad behavior: store pads under bed



Picture 94 Bad behavior: social exclusion



Picture 95 Use and disposal of pads



Picture 96 Use and disposal of your reusable pads



IX. References

- Lowe, E., *CHAST – Children’s Hygiene and Sanitation Training*, Caritas Switzerland and Caritas Luxembourg, Nairobi, 2012.
- Bockhorn-Vonderbank, M. *Children’s Hygiene and Sanitation Training (CHAST)*, Caritas Switzerland and Caritas Luxembourg, Hargeisa, 2004.
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