

Introducing Yourself	STEP 1	Activity 1
<p>Purpose:</p> <ul style="list-style-type: none"> • To enable the children to understand more introduce to the all group members about themselves, their likes and dislikes. • To help build a feeling of team spirit and mutual understanding. • To generate group self-esteem and creativity. 		
<p>Time : 1-2 hours</p>		
<p>Materials :</p> <ul style="list-style-type: none"> • Big size paper A3 size • Colours/crayons • Buttons/beads/wool • Glue/scissors • Coloured paper • Sticky tape 		
<p>What to do :</p> <ul style="list-style-type: none"> • Ask the children to form groups of 5-8 in each. • Give each child a paper and give the group a set of colours and other stationery materials . • Ask the children to draw themselves how they see themselves big in the middle of the paper. Ask them to draw all around their pictures, the things they like and the things they want to tell the group about in a bit smaller size. • Give the children 30 minutes to finish it. • Tell them that they can get help from the members of their group. • When they finish ask the children to exchange their drawing with another in their group. Each group should present one by one. Each child should present the one drawing made by the other like saying “ My name is Sara and this is my friend Akram, he likes cricket, eating ice cream”. • When all groups have finished ask all the children to get up and cheer for completing their first activity. 		
<p>Notes:</p> <ul style="list-style-type: none"> • Let the children draw the pictures themselves even if it is not perfect. • Don't worry if health issues are not directly identified. 		

Everyday Stories	STEP 1	Activity 2
<p>Purpose:</p> <ul style="list-style-type: none"> • To help identify the children’s knowledge and practices on hygiene 		
<p>Time : 1- 1 1/2 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Big size paper A3 size • Colours/crayons • Buttons/beads/wool • Glue/scissors • Coloured paper • Sticky tape 		
<p>What to do :</p> <ul style="list-style-type: none"> • Ask the children to in the same groups of 5-8 in each. • Give each child a paper and give the group a set of colours and other stationery materials . • Ask the children to draw a table of boxes with 12 box. Show them a sheet with the boxes already made. • When they have finished making the boxes ask them to draw on each box what they do once they get up to the end when they sleep at night. • Give the children one hour to finish it. • Tell them that they can get help from the members of their group. • When they finish ask to present their poster to all. • When each child finish the others can ask any question about the presenter’s daily routine. • When all the children have finished presenting ask all the children to get up and cheer for completing their second activity. 		
<p>Notes:</p> <ul style="list-style-type: none"> • Let the children draw the pictures themselves even if it is not perfect. They might get help from their group which helps them to create a team spirit. • Don’t worry if health issues are not directly identified. 		

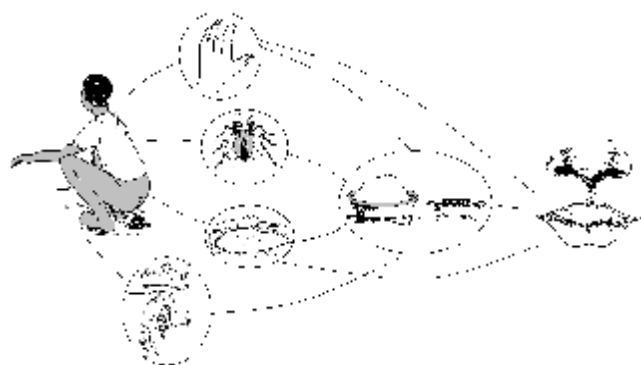
Good and Bad behaviour	STEP 2	Activity 1
<p>Purpose:</p> <ul style="list-style-type: none"> The activity helps the group to look more closely at common hygiene and sanitation practices and to identify how these may be good or bad for health. 		
<p>Time : 1- 3 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> 3 - 4 sets of two pile sorting cards 3 – 4 heading cards sets: ‘Good’ and ‘Bad’ 		
<p>What to do :</p> <ul style="list-style-type: none"> Ask the children to form groups of 5-8. Give them the two pile sorting cards. Ask them to sort the cards on two piles according to the heading cards ‘Good’ and ‘Bad’. After 20-30 minutes, ask each group to explain to the other participant’s its selection and why it made these choices. Facilitate group discussion on the differences in selections and the reason for these. Ask them to consider and discuss the common behaviours in their community. Ask the group to keep a record of the activity by displaying the two-pile sorting. 		
<p>Notes:</p> <ul style="list-style-type: none"> Don’t prompt or direct the choices of the group. If people ask you specific questions, redirect the question back to the group. 		

Investigating Good and Bad hygiene practices	STEP 3	Activity 1
<p>Purpose:</p> <ul style="list-style-type: none"> To revise what the children has learnt from the previous activity and reinforce the importance of adopting to good behavior. To help the group collect, organize and analyse information on individual hygiene and sanitation practices. 		
<p>Time : 1- 1 1/2 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> a pocket chart drawings (three pile sorting drawings can be used) voting materials, e.g.: slips of paper, seeds, pebbles blank paper and drawing materials 		
<p>What to do :</p> <ul style="list-style-type: none"> Review the previous meeting Ask the children to make pairs the good and bad hygiene behaviour. Explain the group what a pocket chart is and how to use and collect information. Ask the group to identify which behaviour or practices they would like to know more about. Once they agree set up the pocket chart. The top should display the drawings of options or behaviours and the left side should have drawing of types of individuals such as a girl, a boy. Demonstrate how the voting should be done. The pocket chart must be set up in a way that participants can place their tokens without being seen by others. Ask the participants to place their tokens. Once the voting is finished ask a volunteer from the group to count tokens and display the totals. Discuss the meaning of the totals. Like; <ul style="list-style-type: none"> Which option is most/least commonly used? Why? Does everyone in their families follow the same way as they do? What do the adults do? What factors influence this? What other options do people favour? How do these options affect their health? What will be the outcome if all voted? What could be changed? What changes in behaviour would the children consider desirable or beneficial and how could these be achieved? Discuss with the group on who is going to represent the discussion to achieve the changes they consider for the school? The whole school or the smaller group will do it? 		
<p>Notes:</p> <ul style="list-style-type: none"> Stress the need for the children to be honest when placing their tokens to get the true results. More information can be collected on asking more questions and using different colour or shapes of tokens. Make sure a way to keep the rest of the group busy while members take turns to place their tokens. Token should be counted in front of everyone. Record the answers for the questions and display. 		



How flies spread diseases	STEP 3	Activity 2
<p>Purpose:</p> <ul style="list-style-type: none"> • The purpose is help the children understand that the flies and other vectors play a huge role in spreading diseases. • And how can they control flies and other vectors breeding around their environment and spreading diseases 		
<p>Time : 1- 2 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Thick paper to make wings for the fly • blank paper and drawing materials • elastic to tie the mask 		
<p>What to do :</p> <ul style="list-style-type: none"> • Generate a discussion with the children asking the following questions; <ul style="list-style-type: none"> - Do you think flies are good or bad? - Why do they think flies are bad? - how do they think flies can carry diseases? - What can they do to control it? • Ask them to get into there group of 5-8. That now we will try do role play. • Tell the the characters of the role play and to decide who will be what. • Explain to them what should happen in the role play in brief. Tell them it's up to the group now to decide how they want to present. Ask them to discuss and agree to it in their group. • Ask them to prepare the masks and other things for the role play. Give them 45 minutes to prepare the things. • When the groups are ready they can present. • When all groups finish presenting finish the day with a cheer for completing the 5th activity. 		
<p>Notes:</p> <ul style="list-style-type: none"> • The presentation of the role-play can also be on another day or it can be done in the groups for the whole school. 		

How diseases spread	STEP 3	Activity 3
<p>Purpose:</p> <ul style="list-style-type: none"> To help the group discover and analyze how diarrheal can be spread through the environment and the tool used is faecal oral transmission routes. This tool is normally used to look at how faeces can contaminate the environment and lead to diarrheal diseases. 		
<p>Time : 1- 2 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> Transmission route tool Sticky tape Colours pens 		
<p>What to do :</p> <ul style="list-style-type: none"> review the previous meeting Show the group the picture of the mouth in the transmission route tool and then show the picture of the faeces. Ask them if they know what they are. Let them tell you what it is. Ask them what they call it in their language. Show them the other pictures in the tool kit and ask them to verify what it is. Give each group a set of the toolkit and tell them to place the mouth and the faeces in both ends and place the rest of the cards in between and using the tape and colours show how the faeces can travel to the mouths. Tell them like that there are so many routes how they can go home; there are so many routes the faeces can use to go into the mouth. If the group has difficulty in understanding, do one route and ask them to do the rest. Give the group 20-30 to finish their chart. Ask the groups to present. When the groups have finished presenting discuss the following. Like; <ul style="list-style-type: none"> What are the similarities of routes they have identified What are the new routes found by the groups Is there any more possible routes Discuss whether what the routes they have identified is possible. Do they believe it? 		
<p>Notes:</p> <ul style="list-style-type: none"> At first the group may find it difficult to understand what they are suppose to do. It will be good to make the understand it is not solid faeces we are talking about that take these routes to the mouth but the germs in the faeces. It is ok if the group is unable to find all the routes you think are possible. If they don't understand make one easy route for them. 		



Blocking the spread of the diseases	STEP 4	Activity 1
<p>Purpose:</p> <ul style="list-style-type: none"> To identify the actions that can be taken to block the disease transmission routes. 		
<p>Time : 30mins to 1 hour</p>		
<p>Materials:</p> <ul style="list-style-type: none"> Blocking the route drawings (1 set for each small group) Transmission route diagrams made during the previous activity paper Coloured pens or marker pens Sticky tape 		
<p>What to do :</p> <ul style="list-style-type: none"> Ask the participants to continue working in the same groups as in the previous activity. Give the group the task saying “Now that we know in which ways faeces can spread, we need to think how we can stop this from happening. Each group can take a set of drawings and agree on where to put them on the transmission route diagram to stop or block the different routes. Stick the drawings lightly so it can be removed for the next activity. When they have finished ask for group presentation and let the group answer the questions raised by the other participants. Discuss further on different blocking ways. 		
<p>Notes:</p> <ul style="list-style-type: none"> Stress that this activity is the continuation of the builds on transmission routes diagram produced in the previous activity. The group may want to add or change some of the routes that they drew before. These are productive as they have got additional knowledge. Ensure they are discussed. Again there is no one right answer, the requirement is that the group has tried to block all the routes they have identified. Let the group mark all the blocks with a pens or markers. If possible, ask them to write the blocks they have put so when the drawings are taken out they can see the blocks. 		

Review of blocking diseases	STEP 4	Activity 2
<p>Purpose:</p> <ul style="list-style-type: none"> • To analyse how effective the blocks are and how easy or difficult they would be to put in place. 		
<p>Time : 1 hour</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Question Box • Small radio or mobile phone to play music. 		
<p>What to do :</p> <ul style="list-style-type: none"> • Ask the children to sit in a big circle. • Show them the Question box. Explain to them that you will put some music and they should start passing the music. When the music stop whoever who has the Question box should pick up a question and answer it. • If the child can answer the question she/he gets a toffee. • If the child who picks the question is unable to answer the question, someone else can answer and the toffee goes to him/her. • So the game continues until all the questions are answered. 		
<p>Notes:</p> <ul style="list-style-type: none"> • The children can also decide what they will ask the person to do if they cannot answer. They can either ask the person to sing a song, dance or recite a poem. • You should try put questions as many as possible so most students will get a chance to answer it. 		

Practising Good Behaviour	STEP 4	Activity 3
<p>Purpose:</p> <ul style="list-style-type: none"> • To show the proper ways of performing different hygiene practices. • To further discuss good practices and sanitation method and latrine usage. 		
<p>Time : 1 hour</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Soaps, tooth brush, tooth paste, towel, bucket, water pouring jug, nail cutter. 		
<p>What to do :</p> <ul style="list-style-type: none"> • Ask the children if they know how to wash their hands properly. If they say yes ask them to show it. • When the children finish doing it show them the proper way of doing it. Ask all children to do hand-washing together. Try to make a handwashing song for the children to enjoy handwashing. • Ask them when do you have to wash your hands. Note down on the board their answers and highlight the most critical times for hand washing. • Ask them “when do you have to brush your teeth?” note their answers and highlight the most important times for brushing teeth. • Ask them if they know how do they brush their teeth. And after their show you. You show them the right way of brushing teeth. • Ask them what are the other good practices they think are important. Note down their feedback. And ask them out of it which are most important. • If they have not mentioned proper use of latrine. Ask them: <ul style="list-style-type: none"> - Do you have latrines in your homes? - How do they use it? Is it dirty or clean? - Who cleans it? - Do they think cleaning latrines is easy? - What can they do to keep it clean? • Taking care of Waste <ul style="list-style-type: none"> - What do they do if someone gives the a toffee? - What do you do with the wrapper? - Why do we have to put it in the dustbins 		
<p>Notes:</p> <ul style="list-style-type: none"> • If you have the glow gel you can also do the exercise of showing how germs stick to your hands if you don't wash you hands properly. 		

Closing	STEP 4	Activity 4
<p>Purpose:</p> <ul style="list-style-type: none"> • To motivate the children on what they have achieved. • To share and spread the information they have received with the other children in the school and also with their parents and family members. 		
<p>Time : 4 – 6 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Depends on what the teacher/children decide to do. • Materials for certificate and stickers 		
<p>What to do :</p> <ul style="list-style-type: none"> • This activity should be done with 3 to 4 sessions. • First session the teacher will discuss the following; <ul style="list-style-type: none"> - Do they think it is important for the other children also to know this information? - Why do they think it is necessary for the other children also to know such information? - What the children would like to do to show other what they have learnt on CHAST? - Do you think their parents should also know? - How are they going to involve the parents? • Note down their suggestions and select the best options which majority of the children thinks is most fun and good. • Make a plan with them. Select different groups to take charge of different activities. Also note down what items they have and what additional item they require. • Mark the dates on when they are going to have this activity. And fix a date for the next meeting to check the progress of activities. • Some children can also be selected to make achievement stickers and invitations for parents to attend the ceremony. • Each meeting the groups should report their progress and what additional support they need from the teacher. 		
<p>Notes:</p> <ul style="list-style-type: none"> • The activities do not have to be on the same date. For example one activity can be the clean-up campaign in the school and the other activity can be certificate awarding ceremony with drama and other things the children think should be included. 		

Collection of Data	STEP 5	Activity 1
<p>Purpose:</p> <ul style="list-style-type: none"> • To check the change of behavior in the children with regard to sanitation and hygiene after going through the activities. (Pocket chart) 		
<p>Time : 1 hour</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Tool: Pocket Chart • Marble/buttons/seeds • Paper and marker • Previous Pocket Chart results 		
<p>What to do :</p> <ul style="list-style-type: none"> • Ask the group if they remember the pocket chart activity they did before to collect information. • Tell them now we are going to the progress of the hygiene and sanitation behaviour in them with pocket chart. • Ask the group to identify which behaviour or practices they have checked earlier and let us check any progress on these. • Once they agree set up the pocket chart. The top should display the drawings of options or behaviours and the left side should have drawing of types of individuals such as a girl, a boy. • Demonstrate how the voting should be done. • The pocket chart must be set up in a way that participants can place their tokens without being seen by others. Ask the participants to place their tokens. • Once the voting is finished ask a volunteer from the group to count tokens and display the totals. • Put together the results of the previous pocket chart along with the results of this pocket chart. Discuss the meaning of the totals. Like; <ul style="list-style-type: none"> - Which option is most/least commonly used? - Why? - Does everyone in their families now follow the same way as they do? - What do the adults do now? - What factors influence this? - What other options do people favour? - How do these options affect their health? - What will be the outcome if all children in school voted? - What could still be changed? - What changes in behaviour would the children consider desirable or beneficial and how could these be achieved? • Discuss with the group on who is going to represent the discussion to achieve any additional changes they consider for the school to improve hygiene? 		
<p>Notes:</p> <ul style="list-style-type: none"> • The changes in hygiene behaviours is more effective in controlling the diarrhoeal diseases than the change of facilities, so this activity aims to make sure that it is addressed. 		

Review of adaptation of behaviour	STEP 5	Activity 1
<p>Purpose:</p> <ul style="list-style-type: none"> • To check whether there are any hurdle or anything stopping them to act on the hygiene behaviors they have learnt. (Interviews) • Observation of the behavior change of children with regard to sanitation and hygiene after attending the CHAST program. (observation form) 		
<p>Time : 1 – 2 hours</p>		
<p>Materials:</p> <ul style="list-style-type: none"> • Interviews • Observation forms 		
<p>What to do :</p> <p><u>Interview</u></p> <ul style="list-style-type: none"> • Make a schedule to interview the children one by one. Inform on the time that they are supposed to have the interview. • Make a simple questionnaire for the interview on different aspect of behaviour change on hygiene and sanitation. • Ask questions like if it is easy for them to change the behaviour. Is there something difficult or something that stops from changing the behaviour? <p><u>Observation</u></p> <ul style="list-style-type: none"> • Decide on the things you will check and observe to see the behaviour change of children in the school. • Decide on how you will observe them. • Make a format to check the behaviour change in children. 		
<p>Notes:</p> <ul style="list-style-type: none"> • It is up to the teacher to decide on the interview questionnaire and the observation form depending on the school condition and activities. 		