

Children's Hygiene And Sanitation Training (CHAST)



A Practical Guide

Caritas Luxembourg / Caritas Switzerland (SwissGroup)

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The CHAST (Children's Hygiene And Sanitation Training) method is based on the PHAST (Participatory Hygiene and Sanitation Transformation) approach, which is now used by several organisations working in the field of hygiene and sanitation all over Somalia. The Hygiene and Sanitation Team of Caritas Switzerland, led by Saeda Ahmed Asker, has facilitated many PHAST training sessions in the rural areas of North West Somalia (Somaliland). It was decided that Caritas Switzerland would develop the CHAST method based on the experience gained from implementing the PHAST process in more than 10 different villages.

Having agreed on a basic outline and structure for CHAST, the approach was developed by implementing each step in the field on an experimental basis, adapting it accordingly and then moving ahead to the next phase. This ensured that every phase and tool had been tested, discussed and adapted according to lessons learnt and input from various stakeholders. The importance of continuous monitoring and follow-up must be emphasised, as this is the means by which the approach can gradually be further developed and used by the team as a training tool.

The CHAST method would not be what it is today without the tremendous effort and time contributed by Michael Bockhorn-Vonderbank, who took the lead in developing the manual. Additional ideas came from Saeda Ahmed Askar, Susanne Peters and Ute Westphal. Esther de Vreede made several valuable suggestions and constructive criticisms during the final stages of the manual's preparation. All the CHAST drawings were made by Barre Musa Omar, Abdi Rashed Mohamad and Mohamed Dahir Elmi. Caritas would like to thank all of the above for their valuable contributions and commitment to the development of the CHAST training manual.

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TABLE OF CONTENTS

Acknowledgements	3
Table of Contents	4
1 Introduction	
1.1 The CHAST Guide	6
1.2 Using the Guide	6
1.3 Using the CD.....	7
1.4 How CHAST Works	7
2 The CHAST Methods	
2.1 Facilitation.....	8
2.2 The CHAST Tools.....	8
<i>Coloured Posters</i>	8
<i>Puppets</i>	9
<i>Role-Plays</i>	9
<i>Puppet Shows</i>	9
<i>Drawings for Colouring</i>	10
<i>Card Games</i>	10
<i>The CHAST Characters</i>	10
<i>Somali Songs</i>	10
2.3 Preparation of the CHAST Tools.....	11
2.4 Presentations by Children: the '3 Ts'	11
2.5 Facilitating Role-Plays	12
2.6 Working Groups	12
2.7 The Five Steps of CHAST.....	13
2.8 Structure	14
2.9 Duration	15
2.10 Organisation of Sessions	15
2.11 Report Writing	15
2.12 Monitoring	16
<i>Indicator for hand-washing practices</i>	16
<i>Indicator for latrine use</i>	16

3 Steps and Activities

Step 1: Introduction

Activity 1: Introducing Yourself.....	17
Activity 2: Everyday Stories.....	19

Step 2: Problem Identification

Activity: Good and Bad Habits	21
-------------------------------------	----

Step 3: Problem Analysis

Activity 1A: Revision of good & bad habits.....	24
Activity 1B: Revision of good & bad habits.....	26
Activity 2: How germs are spread	28
Activity 3: Germs are spread by flies.....	30
Script of the Hygienic Practices Role-Play	32

Step 4: Practising Good Behaviour

Activity 1: Hand-washing Exercise	33
Activity 2: Tooth-brushing Exercise.....	36
Activity 3: Blocking the Routes of Germs	38
Activity 4: Food Handling Exercise.....	40
Activity 5: Toilet Use Exercise.....	42
The "Toilet Ghost" Puppet Show.....	43
Activity 6: Closing Ceremony	45

Annexes

1 List of Tools

1.1 Posters

Step 1	46
Step 2	46
Step 3	46
Step 4	47

1.2 Drawings for colouring.....	49
---------------------------------	----

1.3 Games.....	49
----------------	----

2 Contents of the CD	49
----------------------------	----

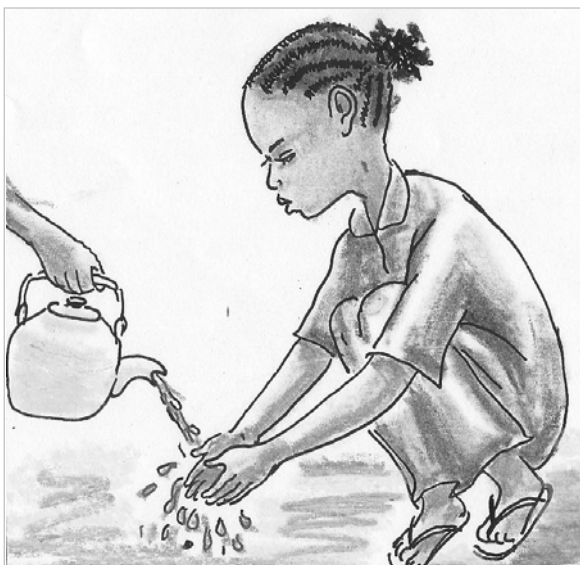
3 References	52
--------------------	----

1. INTRODUCTION

1.1 The CHAST Guide

This manual is designed to provide CHAST/PHAST facilitators with a detailed methodology for Children's Hygiene And Sanitation Training (CHAST), together with step-by-step instructions for facilitating each session and using each exercise and tool. An accompanying Compact Disc contains easily replicable illustrations of the CHAST characters and posters, instructions for building the puppet *Luuf*, and other useful training tips. The 'child-to-child' approach extends the usual definition of the term, ensuring that children's training on Hygiene and Sanitation will also have an impact on their families and peer groups.

CHAST is a newly developed approach for promoting good hygiene among children living in the rural areas of Somalia. Based upon the well-established Participatory Hygiene And Sanitation Transmission (PHAST) approach, CHAST uses a variety of exercises and educational games to teach children aged between five and 12 about the direct links between personal hygiene and good health.



CHAST grew out of a series of sessions held with schoolchildren in Northwest Somalia in the latter half of 2002, during which the exercises and lessons of PHAST were reviewed and adapted to suit the specific needs and understanding of young Somali children. The ensuing exercises seek to deliver fundamental hygiene lessons and information in a fun and memorable way – and a way that is conducive to the hygiene-conscious practices of daily Somali life and traditional Islamic culture.

By giving children practical lessons and tips on means to improve their own cleanliness and hygiene, CHAST aims to create an effective new channel for delivering these messages directly to local homes.

For experienced PHAST facilitators, it is recommended to hold CHAST sessions simultaneously with their PHAST sessions, in order to reach a wider audience within the target community. CHAST is closely connected to the PHAST approach and uses similar participatory methods. PHAST facilitators need only limited further training to understand the special learning requirements of children, and to familiarise themselves with the main CHAST tools and methods.

1.2 Using the Guide

Like the *PHAST Step-by-Step Guide*, this guide is designed to become a daily manual for CHAST facilitators who have participated in an initial training workshop and are now operating in the field. It may also be useful for programme officers who are responsible for monitoring and evaluating CHAST programmes.

Each of the CHAST sessions is described in detail, together with the accompanying tools and exercises. Part of the guide is included on the accompanying CD, which includes the posters and cards of the games as original files that can be printed out on heavy cardboard for use in the field.

1.3 Using the CD

The accompanying Compact Disc contains all the posters, game cards and the text of the guide itself as easy-to-read PDF files. The coloured posters and cards can be read through the use of Acrobat Reader®, and printed with a colour printer. It is recommended that the posters and cards are also laminated to prolong their use in the field. (Lamination machines are available in Hargeisa for US\$100, with 100 foils costing US\$ 20).

1.4 How CHAST Works

CHAST is based on the proven premise that personal hygiene practices are usually acquired during childhood – and that it is much easier to change the habits of children than those of adults. Because the PHAST approach was initially designed for adults, it has been carefully revised and adapted to suit the needs of young children. While children have less knowledge and experience, fewer responsibilities and a different conception of time and the future, they are also naturally inquisitive and eager to learn. The CHAST approach takes advantage of these natural attributes.

CHAST encourages children to actively participate in open discussions and, wherever possible, to share their experiences and ideas with their peers.

Three characters – Aisha, Jama and Ali – have been created to encourage the children to speak out on specific topics, while a puppet named *Luuf* is passed around to encourage young or shier children to take part in the discussions.

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

2 THE CHAST METHODS

2.1 Facilitation

As with the PHAST approach, CHAST is always implemented by a team of facilitators. The facilitators take turns in facilitating the sessions.

Changes in facilitators are indicated by the symbol  in this manual.

The CHAST facilitator's role is a coordinating and moderating one, focused on helping children to discuss their own hygienic practices and to participate in memorable exercises and discussions on good hygiene. Facilitators should remember the following key points about CHAST facilitation:

- Facilitating is about inspiring and participating, rather than direct instruction.
- Facilitators should always try to sit among the children themselves.
- Facilitators should share the moderation as a team, with one facilitator sitting near the pin-board, while the others sit among the group.
- The facilitators should wherever possible encourage young or shier children to take part in the discussions; fun games, characters and puppets can help to encourage shy children to join in.
- Facilitators should only assist the children directly if they are experiencing obvious difficulties, ie. if a small child is having difficulty reaching up to the pin-board.

For these reasons, CHAST encourages a 'child-to-child' approach, using the following participatory tools and methods:



- Each of the three characters – Aisha, Jama and Ali – plays a specific role during the sessions.
- The puppet *Luuf* encourages young or shy children to speak in larger groups.
- The children work independently in pairs or small groups.
- The children present the results to the group themselves.
- The children are actively engaged through colouring drawings, playing games, and doing exercises.
- Each session ends with a song, which is chosen by the children themselves.

2.2 The CHAST Tools¹

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

Coloured Posters

The more 100 posters are generally of A4 size and are laminated to make them more solid and durable. Coloured posters are much more attractive and easier to recognise than black-and-white ones. The posters may be used for the following purposes:

¹ For a complete list see annex. To print the posters, drawings and games see the CD

- To introduce the three characters of Aisha, Jama and Ali, who will guide the children through the CHAST course.
- To start the CHAST sessions. These are mainly posters showing the characters involved in different situations within each topic.
- To show Somali children involved in proper and poor hygienic behaviour (for ‘two-pile sorting’ exercises).
- To illustrate short stories told by the children about hygienic problems and solutions.
- To illustrate more wide-ranging H&S presentations by groups of children.

Puppets



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

Although the use of puppets is a new concept in Somali education, *Luuf* has already proved a particularly popular addition to CHAST exercises in Northwest Somalia – and she has now been joined by a second puppet, *Timiro*, together with a demon and a fairy.

Role-Plays

In general, role-plays are used in the context of awareness raising and in encouraging interaction between groups of children who previously did not know each other. In CHAST sessions, they can be used to illustrate situations from everyday life in order to raise awareness about common hygiene problems, to support decision-making processes, and to create a positive environment for the discussion of more sensitive topics. Because role-plays do not require obvious acting skills, they can successfully be used to help children enact and honestly describe real life situations.

Puppet Shows

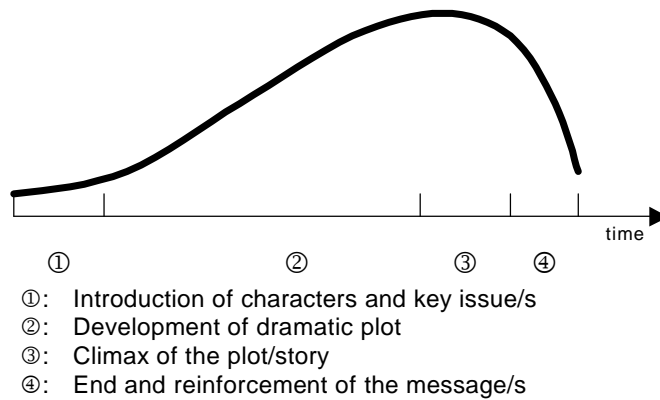
A puppet show is a special type of role-play, through which young children are encouraged to follow and take part in the scripted antics of the talking puppet, *Luuf*. The use of a puppet – rather than a person – to raise sensitive subjects and activities (ie. latrine use) makes it much easier for children to discuss previously ‘untouchable’ subjects. Puppets can also be used to criticise traditions or other sacrosanct issues. Humour should be an important part of a puppet show, helping to break down any embarrassment the children may feel in discussing sensitive subjects – and encouraging them to engage in freer conversations during and after the show.

There are several different types of puppets: **socket puppets** with embroidered mouths and eyes; **glove puppets** with heads made of paper maché or a tennis ball; **rod puppets** with figures on wooden rods; or **marionettes** moved by strings. Puppets can have names and special clothing that embellish their characters, and the facilitators and the children themselves can use puppets to act out a drama. All that is required is a stage, such as a curtain between two trees, and some simple props, such as a small box to represent a latrine.

Performing a Puppet Show

Make your puppets do active and entertaining things: chase and fight each other, run, sing and dance. Although moving the puppets is not actually difficult, each show should be carefully rehearsed and choreographed before the performance/s.

Like any drama, a puppet show should have a strong, unfolding dramatic plot. The following graph represents the development of such a plot:



Developing a plot also involves the development of detailed stage directions and dialogue. Each motion should be clearly described with carefully chosen adjectives, ie. 'swiftly', 'clumsily', 'angrily'. The puppeteers should not disguise their voices, but should raise or lower their voices for different characters. Additional characters can also be introduced to personify the main characters' fears or dreams in 'internal' conversations. Dialogue is always vital for delivering messages that cannot be conveyed by body language alone.



The Stage

There are several ways of making a stage. One easy way is to stretch a blanket between two trees. However, a stage should always hide the puppeteers, should be wide enough for them and the puppets, and should offer enough space to move comfortably behind it.

Drawings for Colouring

Simple black-and-white drawings illustrating situations related to each exercise can serve as a useful and fun introduction to each topic – or be used as an 'ice-breaker' for the children to introduce themselves to the facilitator and the other children.

Card Games

Two card games have been designed to reinforce lessons about proper and poor hygienic behaviour. *Memory* is used to help younger children remember good hygienic practices, while *Pass the Buck* ('isdhaafi kaadhka gaarka ah') encourages older players to find two cards illustrating the right and wrong ways of conducting their personal hygiene.

The CHAST Characters

Three characters – Aisha, Jama and Ali – have been created to encourage the children to discuss specific hygiene and sanitation topics. These characters have been carefully designed so that Somali children can identify with them and their attitudes and actions.

Somali Songs

As an important part of traditional Somali culture, the act of singing well-known songs is a fun way to end a CHAST session – and one that is often hard to end itself! In some situations, it may be possible to use local songs – or to create new ones – that carry messages related to cleanliness or personal hygiene.

2.3 Preparation of the CHAST Tools

Posters and Playing Cards

Before starting a CHAST course, the facilitators must print and laminate the posters and playing cards, which usually requires at least one week. Both the posters and playing cards need to be cut to specified sizes after laminating. You should also cut the corners of the cards to an angle of 45° to prevent the children from hurting themselves on the pointed corners.

All the posters should have a hole in the middle of the top edge to enable the children to fix them to the boards with pins. These holes can be produced with a hole-punch.

At least four copies of each set of playing cards will be needed. To make it easier to sort out the cards after each session, each copy should be printed on a different coloured paper.

Drawings for Colouring

The facilitator should print a ‘master set’ of the drawings for colouring, from which photocopies can be made. If there is no colour printer available, you should use the black-and-white copies in the folder of the CD “*posters/black_white*”. For the best results, colouring should be done with pastel crayons – although ordinary crayons or watercolours will also yield sufficient results.

The assistance of a competent local artist can also help with this activity.

Each of the drawings are provided in quarter-A4 size, so that they will fit easily into a **pocket chart**. The *PHAST Step-by-Step Guide* contains directions for making your own pocket chart (pp. 119–121).

2.4 Presentations by Children: the ‘3 Ts’

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

Turn: Face the audience and look directly at them

Touch: Point to a poster or flipchart highlighting the points you are presenting

Talk: Take a deep breath and start your presentation with an introductory sentence, such as, “*I / We want to explain to you this poster, which shows...*”

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

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



2.5 Facilitating Role-Plays

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

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

Role-Play Rules:

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

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

Observations: What did you see? What kind of characters were involved?
What are the main differences between these characters?

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

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

2.6 Working Groups

It is more useful to divide children into 'working groups' by random than according to age or friendship. The easiest way to divide a group of children randomly is to move through the group, allocating each child a number from, say, 1 to 4. The children are then invited to sit in four groups according to the number they were given. The children can also be divided according to different animals, eg. camels, cattle or lions, to make the exercise more fun.

2.7 The Five Steps of CHAST

CHAST Children's Hygiene And Sanitation Training

Five Steps for Changing Children's Hygienic Behaviour

STEPS	ACTIVITIES	TOOLS
1. Introduction	<ol style="list-style-type: none"> 1. Introducing yourself 2. Stories about everyday life 	<ol style="list-style-type: none"> 1. Character posters 2. The puppet <i>Luuf</i> 3. Drawings for colouring
2. Problem Identification	<ol style="list-style-type: none"> 1. Good and bad hygienic behaviour 	<ol style="list-style-type: none"> 1. Two-pile sorting
3. Problem Analysis	<ol style="list-style-type: none"> 1. Review of good and bad hygienic behaviour 2. How diseases are spread 3. How flies spread disease 	<ol style="list-style-type: none"> 1. <i>Memory and Pass the Buck</i> card games 2. Short story 3. The 'Flies' role-play
4. Practising Good Behaviour	<ol style="list-style-type: none"> 1. Blocking the spread of disease 2. Review of disease blocking 3. Hand-washing Tooth-brushing Food handling Toilet use 4. Closing session 	<ol style="list-style-type: none"> 1. Practical hygiene demonstrations and exercises 2. Role-plays 3. Puppet shows 4. Awarding of stickers
5. Monitoring	<ol style="list-style-type: none"> 1. Baseline survey 2. Collection of data 3. Review and adaptation of tools 	<ol style="list-style-type: none"> 1. Interviews 2. Observation of children's H&S practices

2.8 Structure

Step 1: Introduction

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

- Activities:**
1. Participants introduce themselves
 2. Everyday stories

During the **first activity**, the introduction of the facilitators is combined with the introduction of the children, the objectives of the course, the characters and the tools.

The **second activity** allows the children to reflect on their daily lives by telling stories with the help of pictures. To make it more suitable for children, the storytelling can be linked with the colouring of drawings.

Step 2: Problem Identification

- Activity:**
1. Good and bad habits

This **activity** focuses on common health and hygiene problems.

Step 3: Problem Analysis

- Activities:**
1. Revision of good and bad habits
 2. How germs are spread
 3. Germs are spread by flies

The **first activity** is a revision of the problem identification. It is performed as a card game: *Pass the Buck* for older children, and *Memory* for younger ones.

The **second and third activities** give an explanation of some of the common diseases that children can suffer from.

Step 4: Practising Good Behaviour

- Activities:**
1. Hand-washing Exercise
 2. Tooth-brushing Exercise
 3. Blocking the Routes of Germs
 4. Food Handling Exercise
 5. Toilet Use Exercise
 6. Closing ceremony

This step demonstrates different actions for blocking the spread of diseases, and concentrates on training in good hygiene behaviour combined with a role-play and a puppet show. All the activities connect knowledge about the spread of diseases and their prevention to better hygienic behaviour. Practical exercises in small groups are carried out. During these exercises, the other participants add missing details to drawings and colour them in. During the final session, all of the participating children receive an award sticker.

Step 5: Monitoring

- Activities:**
1. Baseline surveys
 2. Collecting data
 3. Review and adaptation of tools

Monitoring needs to be planned from the beginning with a baseline survey. The follow-up should prove the impact of CHAST and provide suggestions on how to improve its methods and tools.

2.9 Duration

The Somaliland experiences show that the best results can be expected if CHAST is combined with PHAST. The time requirements are therefore in line with the planned PHAST programme and do not need an extension.

To get to the more remote villages of rural Northwest Somalia (Somaliland) takes at least half a day, to organise the sessions with local elders and teachers at least another two or three hours. This is a good reason to stay not only for one session for men and one for women, but to add another one for children - or perhaps two in the larger villages.

To carry out sessions with both adults and children will also help to encourage discussions on hygiene and sanitation issues among families and local leaders. The initial PHAST and CHAST courses with one session every week take about half a year, while the follow-up phase takes another two years, with regular visits at fixed intervals.

One facilitating team covers two villages in the session phase and another six during the follow-up phase.

We would strongly suggest not facilitating all five steps of CHAST or PHAST within a period of one or two weeks. An intensive and durable contact between the villagers and facilitators is undoubtedly the best basis for a satisfying collaboration and a long-term impact.

2.10 Organisation of Sessions

Like the preparation of local PHAST activities, CHAST facilitators should first contact the local elders, primary and Koranic school teachers to agree on the venues, dates and times of each CHAST course. While the elders will normally only want to take part in the opening session, the primary and Koranic teachers may often be interested in attending the whole course. This can be very useful for maintaining hygiene and sanitation issues on the children's formal education curricula.

The target group of CHAST training usually includes children between the ages of six and 12 years. Because of its participatory nature, each session should ideally be limited to 30 children or less. Experience shows that larger groups can lead to reduced involvement by younger and shier children. If there is a very big group, ie. over 40 children, it should be divided in half along age lines.

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

2.11 Report Writing

Reports are usually written for two purposes:

- Collecting information about the children, their families and the area the project is working in.
- Identifying the problems encountered by the project team when conducting CHAST sessions, in order to improve and adjust its methodology. The team should be able to learn continuously from each session.

The CHAST team should develop a standard format to record relevant information for its reports, which can be collated at the end of each session. This information should then be discussed with the team and the officer in charge.

Reports should also cover the planning of forthcoming sessions and should identify weak points in the training in order to constantly improve the methodology. The CHAST should

endeavour to adhere to the PRA credo: 'Embrace error!' It is not bad to make mistakes – but far worse not to learn from them!

2.12 Monitoring

Only by monitoring behavioural changes during the implementation of CHAST can the project team be sure that such changes are actually taking place. However, such changes are notoriously difficult to measure because they occur gradually and involve sensitive 'personal issues', which most people do not like to discuss. The monitoring suggestions made here are still being tried out by the **SwissGroup** team, which is also working on the question of realistic quantities.

In order to measure change accurately, one must first know the situation that existed before the project began. Monitoring is thus only possible if one first collects accurate and realistic baseline data. It is also important for the project team to develop an overall feeling for 'success' or 'failure', which will be confirmed by emerging monitoring data.

The **SwissGroup** team recommends two indicators that are comparatively easy to collect and check and are therefore neither too costly nor time consuming. The indicators pertain to the most important messages of CHAST: proper hand washing and hygienic latrine use.

Indicator for hand-washing practices

Quality and quantity:

After having carried out all the CHAST sessions in the target village, three-quarters of the children involved can demonstrate and describe good hand-washing techniques.

Monitoring intervals:

Beginning one month after the last CHAST session, at six-monthly intervals.

Tools:

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

Remarks:

The 'good hand-washing techniques' require clear criteria set by the project team. This is discussed further in Step 4, Activity 1. An accurate baseline figure is also necessary in order to show how many children could demonstrate good hand-washing techniques before the project began.

In villages in which three-quarters of the children are not available for this exercise, this is usually sufficient indication that more follow-up work is necessary in order to provide better hand-washing practices.

Indicator for latrine use

Quality and quantity:

Two-thirds of the children in a village state that they are not afraid to go to the latrine whenever they need to go.

Monitoring intervals:

Beginning one month after the last CHAST session, at six-monthly intervals.

Tools:

A pocket chart for answering the question, together with observations by the team.

Remarks:

In order to achieve this indicator, there must obviously be a sufficient number of latrines in the village. The baseline survey should also answer this question beforehand.



3 STEPS AND ACTIVITIES

Step 1: Introduction

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

- Activities:**
1. Introducing yourself
 2. Everyday stories

Objectives:

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

1. Got to know the facilitators and each other.
2. Made presentations to their new friends.

Activity 1: Introducing Yourself

Objectives

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

1. Got to know the facilitators, the puppet *Luuf* and the characters Ali, Aisha and Jama.
2. Learned how to use puppets as a method of communication.
3. Introduced themselves to the other participants.
4. Become familiar with the main CHAST tools.



Duration


25 – 30 minutes

Materials

- The puppet *Luuf*
- A set of posters on the characters Jama, Ali and Aisha
- Presentation materials.

Sequence

If you only have one session for both activities, skip No. 10 and continue with No. 6 of the second activity.

1. Arrange the children in a circle with the facilitators sitting among them.
2. The first facilitator should start by introducing him/herself:
“My name is..., my age is..., and my favourite colour is...”
3. Now introduce the puppet *Luuf*:
“This is our puppet Luuf, whose favourite colour is red.”
4. Finally throw the puppet to a child and invite him/her to introduce themselves:
“Please introduce yourself. Tell us your name, your age and your favourite colour.”
5. When the child has finished, ask them:
“Please throw the puppet to another person.”
6. When everybody has been introduced, introduce the characters Ali, Jama and Aisha. With the help of the portraits, give a short introduction to the objectives of the course:
“Here you can see Jama. He is 10 years old and his favourite colour is green. Watch how he is blowing his nose. This is an hygienic way of clearing your nose.”
7. The second facilitator should now take over:

“Let me introduce Jama’s friend, Ali. He is nine years old and he likes the colour black very much. Look how he is clearing his nose. Isn’t it unhygienic?”
8. Introduce the last character, Aisha. Invite the children to finish the last sentence of your introduction:
“This is Aisha. She is the elder sister of Ali. She is 10 years old and her favourite colour is...”
9. The children should recognise the blue colour of her scarf and shout out “Blue!” The facilitator should confirm this:
“Yes, it is blue.”
10. The session is closed with a song proposed by the children.

Notes for Facilitators

1. The two introductory sessions can be used together or, if you are running out of time or the children are very shy, just the first session can be used.
2. Sit right among the children, which will encourage them to be less shy and more active. It will also give them the feeling that they are not being lectured to.
3. If a proper puppet is not available, a version of *Luuf* can be improvised from a tennis ball or another ball wrapped in a small scarf.
4. The puppet gives the children an easy way to communicate with each other by throwing it to another child or to the facilitators. The children’s teachers can also be invited to take part in these introductory sessions.

Activity 2: Everyday Stories

Objectives

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

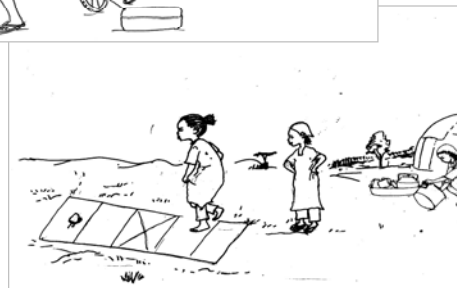
1. Presented and discussed important issues from their everyday lives.
2. Started building a spirit of teamwork and mutual understanding.
3. Understood the objectives of the course.

Duration

30 – 40 minutes

Materials

- The puppet *Luuf*
- 'Characters 1' posters of Jama, Ali and Aisha
- A set of coloured posters showing 'Leisure activities'
- Black-and white-drawings showing leisure activities
- Crayons
- Presentation materials



Sequence

If you are running the two activities together, continue at No. 6.

1. Seat the children in a circle with the second facilitator sitting among them. Open the session with the second facilitator introducing him/herself through the puppet *Luuf*:
"There are many new faces in this circle. My name is..., I am... years old, and my favourite colour is... This is Luuf and his favourite colour is..."

Let the children call out "Red!" as *Luuf*'s favourite colour.

2. Introduce the newcomers by throwing the puppet to one of them:
"You're a new face here! Tell me about yourself."
3. When the child has finished, ask the child to:
"Throw Luuf to another child who is new to the course."
4. When all the newcomers have introduced themselves, the first facilitator should ask:
"Do you remember my name and my favourite colour?"
Some of the children will remember.
5. The first facilitator should then give the posters of the three characters to his/her neighbouring children and ask them to hold them up so all the children can see them. The facilitator asks:
"Do you recognise these boys and the girl? Do you remember their names and their favourite colours?"
With the help of the children, the characters Ali, Aisha and Jama will be reintroduced.
6. The new facilitator gives two of the coloured posters showing leisure activities to the children sitting next to him/her and asks them to hold them up. Now ask the children:
"What do you see in these posters?"



Encourage the children to explain the leisure activities in the foreground. At this time do not ask questions on the activities illustrated in the background.

7. Divide the children into two groups with one facilitator in each group. Hand out copies of the drawings. Give different drawings to each group.
“Find a partner and come forward to choose one poster with your favourite leisure activity.”
8. Once pairs have been formed and each has chosen a poster, explain the exercise and distribute the crayons to all the children. Invite them to:
“Colour in the poster with your partner. Discuss with your partner what all the people in the picture are doing.”
During this exercise, the facilitators should spend time with each pair of children, listening and contributing to their discussions. When most of the pairs have finished, ring a bell to end the exercise.
9. Ask the children who have finished the colouring to decide who will make their presentation and invite them to practice the presentation quietly:
“One of you will do the presentation of your drawing. Practice the presentation quietly without disturbing the other children.”
10. Now ask for volunteers to come forward and tell the group what their poster shows:
“Who wants to come forward and tell us what the people in your drawing are doing?”
(If nobody is willing to make a presentation, do not press the children, but bring the exercise to a close.)
11. After four or five drawings have been presented, bring the exercise to a close.
12. Close the session with a song proposed by the children.

Notes for Facilitators

1. Make sure that when the children are colouring their drawings, they do not simply copy the colours in the posters.
2. During the introduction of the posters, it is not intended that the facilitators should mention the everyday activities in the background, which the children will be observing during their colouring.
3. Let the pairs make up the stories by themselves with minimal guidance. Invite them to ask you questions about the activities portrayed in the pictures. Do not mention the quality of the colouring itself.
4. Use a bell instead of calling out to signal the end of this exercise – and all partner or group work during the course.
5. Offer the pairs assistance on their presentations, using the ‘3 Ts’ in Section 2.4. Emphasise that they should practice their presentations quietly – so as not to disturb the other pairs.
6. The purpose of this activity is to help the children express issues that are of concern to them. Do not be worried if the presentations are not perfect. At this time, what is most important is to enable the children to come forward and express their ideas.



Step 2: Problem Identification

This is a long and important activity. It compares good and bad habits and focuses on hygienic behaviour that can cause the spread of diseases.

Objective

By the end of this step, the children will have classified particular habits as either hygienic or unhygienic behaviour.



Activity: Good and Bad Habits

Objectives

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

1. Identified the activities of Ali, Aisha and Jama and classified them as good or bad behaviour.
2. Recognised the 'Smileys' as symbols of good and bad behaviour.
3. Identified the activity on their poster and classified it as a good or bad habit.
4. Presented their activity to the group.
5. Identified positive counterparts for different negative habits.
6. Fixed the corresponding posters opposite each other on the pin-board.
7. Recognised that some hygienic habits have no counterpart.

Duration

40 – 50 minutes

Materials

- The puppet *Luuf*
- The 'Characters 2' set of posters
- The 'Ali is unwell' poster
- Smileys
- The set of posters entitled 'Good and bad hygienic habits'
- Presentation materials



Sequence

1. Open the session with the puppet *Luuf* commenting:
"Do you remember me? What is my name? What is my favourite colour?"
2. Seat the children in a circle, with the other facilitators sitting randomly among them.
3. *Luuf* points to the facilitator holding him:
"Do you remember his/her name and his/her favourite colour?"
4. Ask one of the newcomers their name by throwing the puppet to him/her:
"Tell us about yourself. What is your name, your age and your favourite colour?"
5. When the child has finished, tell him/her:
"Throw Luuf to another child who has not yet been introduced."
6. When all the newcomers have introduced themselves, another facilitator should ask the children:
"Do you remember my name and my favourite colour?"
Some of the children will remember.



7. Give the posters of the three characters to children close to you. Instruct the children to hold up the posters and ask them:

“Do you recognise these boys and the girl? Do you remember their names and their favourite colours?”

With the help of the children, reintroduce Ali, Jama and Aisha.

8. A third facilitator should now explain the purpose of this session:



“Nobody is healthy and feeling well all of the time. Today, we want to talk about diseases...”

9. Hold up the ‘Ali is unwell’ poster and explain it:

“Ali is ill and cannot play outside because he has diarrhoea. What can you see in this poster?”

The children identify Ali lying at home, Jama visiting him, and Aisha (Ali’s elder sister) taking care of him.

10. Read out Ali’s quote in a weak voice:

“I wish I were as strong as you or Aisha. The two of you are never ill.”

11. Then read out Jama’s answer:

“I try to avoid bad practices, which can make us sick!”

12. Point to the posters of the three characters and ask the children:

“Can you see a habit that can make a child sick?”

The children should point out Ali defecating in the open landscape.

13. Now show the Smileys to the children and explain their purpose:

“The green Smiley symbolises a good hygienic habit and the blue one a bad habit.”

14. Fix the symbol for good habits (the green ☺) in the top right hand corner of the pin-board and that for bad habits (the blue ☹) in the top left hand corner.

15. Begin a sorting process by holding up the poster of Ali and asking the children:

“On which side of the board should we fix this poster of Ali?”

16. Ask a child that responds correctly to fix the poster on the pin-board below the ☹ symbol.

17. Now ask the children:

“What about Jama’s and Aisha’s habits?”

The children should recognise these habits as good habits, and fix them below ☺.

18. Remember to enthusiastically praise each child who offers a right answer.

19. Distribute the posters of ‘Good and bad hygienic habits’ to each of the children and invite another facilitator to take over.

20. The other facilitator should explain:



“You have got a poster portraying a good or a bad habit. Please explain your poster to us and then pin it to the board in the right place!”

21. Organise for every child to come to the front and explain the habit on their poster and why it is good or bad. After each presentation, invite them to pin the poster onto the board. Remember to encourage and praise each child in turn.

22. Another facilitator now takes over, explaining that for most good habits there are corresponding bad habits. Ask the children:

“For each bad habit, there is also a good habit. Can you show us an example?”



When one of the children identifies a corresponding pair, invite them to,

“Remove the two posters. Please stay there and remove the corresponding pairs as they are identified.”

23. When all the pairs of corresponding habits have been detected and removed from the pin-board, a few posters will be left on the board. These are the habits with no counterpart. Point to the poster in which a boy is rubbing his eyes, and ask the children: ***“What about this boy? You have identified eye-rubbing as a bad habit. If there is no corresponding good habit, what can you do?”***
24. The children should now realise and announce that there is no ‘good way’ for children to rub their eyes.
25. Discuss the other single posters in the same way.
26. Help the children to pin their posters back in the right places on the pin-board.
27. Close the activity with a song chosen by the children.



Notes for Facilitators

1. When fixing the Smileys to the top of the pin-board, allow sufficient space for all the posters to be pinned beneath. For this reason, a facilitator should assist when pinning up the first poster of Ali.
2. Carefully select the posters to be used, so that all those habits without a counterpart are included.
3. Young children may be too shy to come forward and present their posters. In such cases, it may be useful to invite an older child or sibling to assist them.
4. The whole session should not take longer than a normal lesson at school (ie. 40-50 minutes).

Step 3: Problem Analysis

- Activities:**
1. Revision of good and bad habits
 2. How germs are spread
 3. Germs are spread by flies.

Activity 1 aims to reinforce the objectives of Step 2. This time around, the objectives are targeted through two card games – one for young children, and one for older children.

Activity 2 shows the relationship between bad personal hygiene and the outbreak of diseases.

Activity 3 explains the role of flies in spreading diseases.

Objectives

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

1. Recognised the fundamental differences between good and bad hygienic habits. Understood that flies transfer diseases.
2. Understood that there are many ways to stop the transmission of germs.
3. Learned several ways of protecting themselves from diseases like diarrhoea, such as washing their hands and covering food.

Activity 1A (for children below 10 years): Revision of good & bad habits

Objectives

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

1. Presented pairs of hygienic habits to the group and explained them.
2. Formed pairs of 'matching' habits in the card game *Memory*.
3. Learned how to play the game without assistance.



Duration

30 – 40 minutes

Materials

- The puppet *Luuf*
- The set of posters entitled 'Good and bad hygienic habits'
- Four packs of the card game *Memory* – plus one containing only 12 pairs

Sequence

1. Seat the children in a circle, with the other facilitators sitting among them.
2. Open the session with a friendly greeting from *Luuf*:
"Hello, how are you this morning/afternoon? I and [the facilitator's name] are fine. We can see many new faces in this circle. My name is Luuf and my favourite colour is red. [Name of the facilitator]'s favourite colour is [colour]."
3. Throw the puppet to one of the newcomers and ask them to introduce themselves:
"Hi there! Why don't you tell us your name, age and favourite colour?"
4. When the child has finished, tell the child to throw *Luuf* to another child who has not yet been introduced.
5. When all the newcomers have introduced themselves in this way, the second facilitator asks:
"Do you remember my name and my favourite colour?"
Some of the children will remember.



6. The new facilitator should then give the posters to the children next to him/her. Ask them to hold up the posters and then ask:
“Do you recognise these boys and the girl? Do you remember their names and their favourite colours?”

With the help of the children, Ali, Aisha and Jama are reintroduced.

“Do you remember what we were discussing the last time we met?”

7. There will be spontaneous contributions. Ensure that only one child talks at a time. This can be done by giving *Luuf* to whichever child is speaking. After each contribution, the child should throw the puppet to the next child wanting to speak. When all the contributions have been made, collect the puppet.
8. The first facilitator then displays two identical cards of *Memory* – either in the centre of the circle or on the pin-board – and asks:

“Please tell me what you can see.”

This revision of corresponding hygienic habits can be done with four or five selected pairs of cards. Again, you can use *Luuf* to ensure that only one child speaks at a time.

9. The two facilitators should then work together to explain the *Memory* game. The first should play a demonstration round together with three bright children, while the second explains:



“This is a card game called Memory. All the cards are shuffled and displayed in rows face down.”

The first facilitator places the 24 cards from the 12-pair pack face down in four rows, and himself turns over two (hopefully different) cards.

The second facilitator then invites the child to his/her left to turn over two cards, and explains:

“If your cards are an identical pair, you can take them and turn over another two cards. All the players should look at them closely. If they are not a pair, they are again turned face down.”

He then turns to the child left of the first one:

“Your neighbour to the left continues: turn over two cards, check to see if they form a pair, and either keep the pair if they match or turn them face down again.”

10. When the game is finished, ask the children to form four groups. When they are in groups, hand out the four full packs of *Memory*:

“Shuffle the cards well and display them face down in four rows.”

Move between the different groups and offer them assistance, especially the very young children. Make sure that the turned cards stay face up for long enough – and that nobody tries to cheat!

11. When the first game is finished, change the composition of the groups so that the winners and runners-up are together, the third and fourth placed players are together, etc. Again move among the different groups, offering advice and assistance.
12. When two or three rounds have been played, the session can end with a song, introduced by the children.

Notes for Facilitators

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

Activity 1B (for children of 10 years and over): Revision of good & bad habits

Objectives

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

1. Presented pairs of hygienic habits to the group and explained them.
2. Formed pairs of 'matching' habits in the card game *Pass the Buck*.
3. Learned how to play the game without assistance.

Duration

30 – 40 minutes

Materials

- The puppet *Luuf*
- The set of posters entitled 'Good and bad hygienic habits'
- Four packs of the card game *Pass the Buck* (*isdhaafi kaadhka gaarka ah*) – plus one containing six pairs and the 'Buck'.



Sequence

1. Seat the children in a circle, with the other facilitators sitting among them.
2. Open the session with a friendly greeting:
“Hello, how are you this morning/afternoon? Luuf and I are fine. We see many new faces in this circle. My name is... and my favourite colour is... This is Luuf and his favourite colour is red.”
3. Ask the newcomers to introduce themselves by throwing the puppet to one of them:
“Please tell us your name, your age and your favourite colour.”
4. When the child has finished, instruct him/her to:
“Throw Luuf to another child who has not yet been introduced.”
5. When all newcomers have introduced themselves, the second facilitator should ask:
“Do you remember my name and my favourite colour?”
Some of the children will remember.
6. The new facilitator should give the posters to the children next to him/her. Ask them to hold up the posters and ask:
“Do you recognise these boys and the girl? Do you remember their names and their favourite colours?”
7. There will be spontaneous contributions. Ensure that only one child is talking at a time. This can be done by giving the puppet *Luuf* to the child that is speaking. After making a contribution, the child then throws the puppet to the next child wanting to speak. When all the contributions have been made, collect the puppet.
8. When there are no more contributions, the first facilitator displays a pair of cards from *Pass the Buck* – either in the centre of the circle or fixed to the pin-board – and asks:
“Please tell me what you see.”

Revise the corresponding hygienic habits with four or five selected pairs. Again, use *Luuf* to ensure that only one child speaks at a time. Ask the first child, after making his/her contribution, to throw the puppet to the next child who wants to speak.



9. Two facilitators should then work together to explain the game. The first should play a demonstration round with four bright children, while the second explains:

“This is a card game called Pass the Buck. All the cards are well shuffled and then distributed to the players until no card is left. There are 12 pairs of cards like those we have just seen. Each pair shows a good and a corresponding bad hygienic habit, and has the same symbol in the top left hand corner.”

The first facilitator should shuffle the cards and distribute them to the players in a clockwise direction starting with the player on his/her left.

The second facilitator then continues:

“The players should hide their cards so that the others do not know which ones they have, but this round is just to explain the rules and therefore we’ll play it openly.”

10. Show the card with the ‘Buck’ and explain:

“At the end of the game, the player left with this card will be the loser. Now I will explain the rules. The player to the left of the dealer will first take one card from the dealer.”

The child takes a card. Point again to the displayed pair of cards:

“Now he/she checks if they have a pair like the one here. Remember, you can recognise the pairs by the identical symbols in the top left hand corners.”

Stand behind and assist the child while he/she checks their cards:

“[Name of the child] has one pair and throws it out.”

11. Point to the child to the left of the first one:

“Now it’s your turn. Please draw a card from [the first child’s name] and check if you have one or more pairs. If you do, throw them out.”

12. As soon as reasonably possible, the ‘Buck’ should be drawn so that its role can be explained:

“At the end of the game, when all the pairs have been thrown out, the ‘Buck’ will be left in one of the player’s hand. He or she will then be the loser.”

13. When the explanation is over, form four groups with one of the ‘experienced’ players in each. They will be the dealers in the first round and assist the other players. The facilitators should move between the different groups, giving assistance, and later answering the children’s questions. Do not take part in the game yourself.



Notes for Facilitators

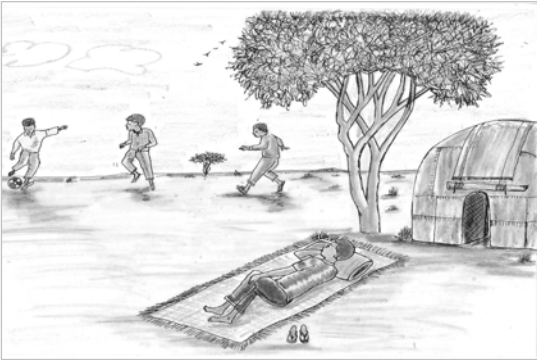
1. Before this session, make sure you fully understand the rules of *Pass the Buck*.
2. Whenever each round of the game is completed, the ‘Buck’ (the losing player) can be marked on the back with chalk – or some other light-hearted ‘indicator’. Make sure that not too much is read into this process – it is merely a way of marking the game’s progress. Also, make sure it is clear from the outset that there are *no* awards for the winners.

Activity 2: How germs are spread

Objectives

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

1. Become familiar with the characters of Ali, Aisha and Jama.
2. Recognised the direct link between not washing one's hands after latrine use and the outbreak of diarrhoea.



Duration

40 – 50 minutes


Materials

- The puppet *Luuf*
- Posters from the series entitled 'Ali and Jama are playing football'
- Additional unserialised posters
- Presentation materials.

Sequence

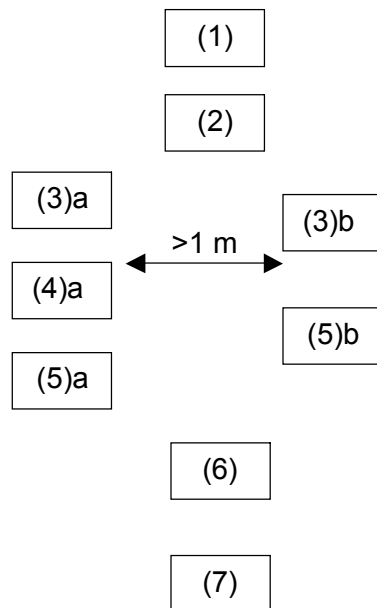
1. *Luuf* opens the session with a greeting:
"How are you this morning/afternoon? I can again see some new faces..."
Luuf gives the newcomers a warm welcome and asks for their names and favourite colours – as in the previous activities.
2. Prior to the activity, fix the nine posters of the story 'Ali and Jama are playing football' in sequence on the wall. Begin the story in an interactive way, by pointing to the first poster and asking:
"Who can you see in this picture?"
Once the children have recognised Jama and Ali, continue:
"What are they doing?"
The children will explain that Ali and Jama are playing football.
Point to the second picture and ask:
"Who can help me to explain the second picture?"
With the help of *Luuf*, choose an apparently bright boy or girl to come forward and present this poster.
3. When the poster has been presented, invite the children to form pairs with their neighbours.
4. Now continue:
"All the pairs sitting on my right hand side, you are Jama – and all those on my left are Ali."
Make sure all the children know which character they are supposed to be relating to.
5. Explain the exercise carefully as follows:
"All the pairs come forward to the posters and find out what happens to your character. When you have looked at the posters carefully, sit down again and work out with your partner exactly what happens to your character."
6. When the children have finished analysing their character's story, the second facilitator should take over and ask the children on the left hand side:
"Can one pair of you come forward and tell us exactly what happens to Ali?"
When a pair volunteers, throw *Luuf* to them and invite them to present the story of Ali with the help of the posters.



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

Notes for Facilitators

The posters for ‘Ali and Jama are playing football’ should be arranged as follows, with the story being told from top to bottom. This will allow the children to stand in front of their part of the story without disturbing the others:



Poster (4)b is missing, because Ali is not washing his hands.

Activity 3: Germs are spread by flies

Objectives

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

1. Realised that flies can transmit diseases.
2. Recognised how they transmit diseases, eg. by sitting on faeces and then on uncovered food.
3. Discovered how covering food can prevent this route of disease transmission.

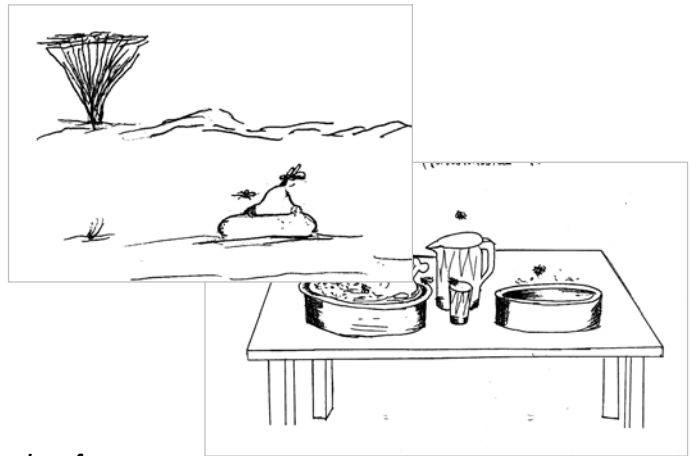
Two facilitators are required for the role-play: one to take the part of the fly and instruct the children on their parts; the other to play the part of the mother.

Duration

40 – 50 minutes

Materials

- Props for the role play
- The puppet *Luuf*
- A poster showing a football
- The series of posters on 'Ali and Jama are playing football'
- Unserialised posters on 'Tools of personal hygiene'.



Sequence

1. Open the session with a welcome from *Luuf*:
***"How are you this morning/afternoon?
I can again see some new faces..."***
Give the newcomers a warm welcome and ask for their names and favourite colours.
2. Introduce the role-play:
"Today we want to show you a short play. We are short of actors and we need two of you to play Ali and Ali's baby brother!"
After selecting the two players, take them away from the session and explain the characters they are to play. Remind them of Ali's poor hygienic habits. Practice the role-play with them at least two times.
3. In the meantime, the other facilitator should revise the previous session by pointing to the poster of a football:
"What happened during our last session?"
The posters 'Ali and Jama are playing football' are also fixed on the wall in a row, but without any order.
"Can you put the posters in the right order and explain how the story progressed?"
Choose two of the children putting their hands up, and ask them to step forward. Ask them:
"Which is the first poster?"
The children remove the first poster and fix it on the left hand side of the pin-board – followed by the others in sequence. Encourage them to describe what is happening in the pictures (but only intervene if they get one in the wrong order). If necessary, remind them of the '3 Ts':
"Don't forget to turn your face to the audience before you start talking..."



4. When the first facilitator returns, the role-play can begin. Encourage the children in the audience to follow the plot carefully.
5. With the two children, perform the role-play.
6. At the end of the play, encourage the audience to applaud the players. Then ask them:



“What did you see?”
“What happened in this family?”
“What happened to the food?”
“What may happen to Ali?”



7. After this discussion, point to the posters showing the ‘Tools of personal hygiene’ and ask the children:

“What do we need to keep germs (caya yaanka) like those affecting Ali away from our hands and mouths?”

Throw *Luuf* towards one of the children putting their hands up. Invite him/her to come forward with *Luuf*, remove one of the posters, and explain its purpose to the group. Repeat the process until all the ‘Tools’ have been explained.

Notes for Facilitators

1. You can place the serialised posters for the revision in the centre of the circle, as long as they remain visible to everyone.
2. The revision exercise should last at least 15 minutes, in order to allow the other facilitator to rehearse the role of Ali with the boy who will be playing him.



Script of the *Hygienic Practices* Role-Play

Characters

The Mother, played by a facilitator.

Ali and a toddler, played by children.

A fly, played by the second facilitator.

Materials

- Poster of a fly (to attach to the fly's clothes)
- A handful of sand and small stones, symbolising faeces
- Four plates
- A mat
- Onions or potatoes, symbolising food.

Duration

10 minutes

Notes for Facilitators

Before the role-play can begin, the two children taking part must be 'tutored' by the facilitator about their roles. One of the children will play Ali, a character with notoriously poor hygiene habits. The second will play a toddler, being fed by his/her mother. It may be important to stress to the character playing Ali that his role will not reflect at all upon his own personal hygiene habits.

Both the children should practice their roles several times, with positive and constructive criticisms from the facilitator/s. Both children must *understand* exactly what messages the role-play is designed to convey.

Sequence

1. Ali and his mother (with her toddler) are sitting on opposite sides of the mat, with two covered plates filled with onions or potatoes in front of them. The fly cruises slowly around them and sits in a corner, buzzing quietly.
2. The mother uncovers the plate in front of her and starts feeding the toddler.
3. Ali uncovers his plate and starts eating.
4. Ali leaves the mat without covering his plate. He steps 'outside', although he can still be seen by the audience. He squats down and pretends to defecate, letting a handful of sand and stones fall onto the ground.
5. Ali returns to the mat, sits down and continues eating.
6. The fly flies towards the faeces and sits on it. It collects some of the sand from the faeces and flies back towards the mother and toddler.
7. The fly tries to land on their plate, but is swatted away by the mother, who covers the food.
8. The fly goes to Ali, flies around him, and sits on his unguarded plate. Ali continues eating and ignores the fly.
9. The fly drops its sand onto Ali's plate and flies back to the mother, who swats it away again.
10. The fly returns to its corner.
11. Ali pretends to eat some of the sand from his plate. Suddenly, he looks very anxious and puts his hand on his stomach. He bends his body, signifying great pain, and puts his hand over his mouth.
12. Ali runs outside and pretends to vomit on the ground.
13. The players stand up in front of the audience, link hands and take a bow. The facilitators thank the two children for taking part in the play.

Step 4: Practising Good Behaviour

- Activities:**
1. Hand-washing Exercise
 2. Tooth-brushing Exercise
 3. Blocking the Routes of Germs
 4. Food Handling Exercise
 5. Toilet Use Exercise
 6. Closing Ceremony.

The first five activities involve training in skills that are essential for good personal hygiene. The sixth involves the presentation of stickers to children who have completed the CHAST course.

Objectives

By the end of this step, the children will have the skills to:

1. Wash their hands properly.
2. Brush their teeth properly.
3. Cover food properly.
4. Feed their younger brothers and sisters in an hygienic way.
5. Use the latrine in an hygienic way.
6. Receive an 'award' for their active participation in the CHAST course.

Activity 1: Hand-washing Exercise

Objectives

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

1. An understanding of the importance of clean hands.
2. The ability to wash their hands thoroughly with soap or washing powder.
3. Clear steps for washing hands with soap or washing powder.
4. Black-and-white drawings to back up this lesson.



Duration

30 – 40 minutes

Materials

- *Luuf* the puppet
- 'Personal hygiene' posters
- Black-and-white 'Hand-washing' drawings
- Crayons
- Water container, soap or washing powder
- Two copies of the card games *Memory* and *Pass the Buck*
- Presentation materials.

What is Good Hand-Washing?

Proper hand-washing should involve:

1. Wetting the hands.
2. Washing with soap.
3. Rubbing one's hands several times.
4. Cleaning between the fingers and above the wrists.
5. Rinsing one's hands at least two times.

Sequence

1. Seat the children in a circle, with the facilitators sitting among the participants.
2. Open the session with a greeting from the puppet *Luuf*.
"How are you today?"
3. Ask the children to look at the posters displayed on the pin-board. Using the posters, name the tools that are important for personal hygiene (soap, washing powder & water).
4. Invite certain children to pick a poster and explain the 'hygiene lesson' it is trying to convey. When they are finished, tell them to take the posters back to their seats.
5. When all the posters have been explained, collect them from the children and remove the others from the pin-board.
6. The second facilitator can now announce the topic of today's session:
"Today we are dealing with hand - washing. Why is it so important to wash your hands regularly and thoroughly?"



The children should be encouraged to mention sicknesses – eg. diarrhoea, stomach upsets – that can result from dirty hands.

"When should you wash your hands?"


Make sure they have mentioned: after defecating, before eating & before preparing food.

"What tools do we need for hand-washing?"

Make sure the children mention: a water container, soap, washing powder or ash. Display these things as they are mentioned.

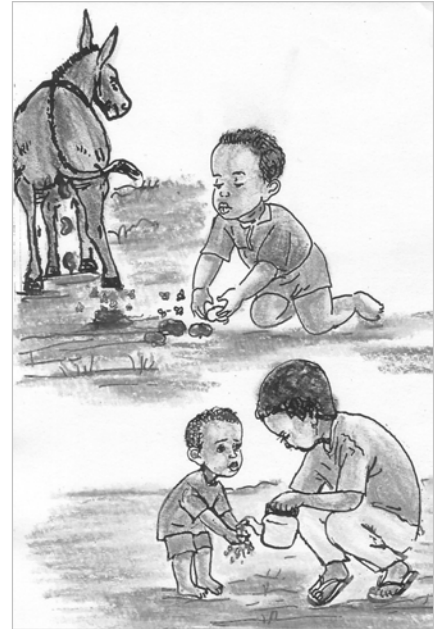


7. The first facilitator divides the children into mixed-gender groups of five or six.
8. Explain that each group will practice hand-washing in turn, while the other children colour the black-and-white drawings.
9. Take the first group outside and invite them to get their hands dirty by rubbing them on the ground.
10. Now ask them:
"Do we have the necessary tools for hand-washing?"
If they do not, send them back to collect them.
11. Demonstrate hand-washing with soap and/or washing powder in a clear series of steps. Invite the children to repeat these steps.
12. Assist any child who is not washing his or hands thoroughly.
13. When the exercise is finished, compliment the children on their hand-washing skills before returning to collect the next group.

14.  The second facilitator should give the other children one black-and-white drawing each, and invite them to colour them in. After they have done the colouring, invite each child to read out the text accompanying their drawing and to explain what it means.
15. The facilitators should take it in turns to accompany the groups outside to practice washing their hands.
16. When all the groups have practised their hand-washing, the session can be wrapped up by singing a popular song.

Notes for Facilitators

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



Activity 2: Tooth-brushing Exercise²

Objectives

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

1. An understanding of the importance of regular and thorough tooth-brushing.
2. The ability to identify the correct tree/s used for tooth-brushing.
3. An ability to choose the right branches and to cut them properly.
4. A knowledge of the most effective methods for brushing one's teeth.
5. Drawings to remind them of the importance of tooth-brushing.



Duration

30 – 40 minutes

Materials

- *Luuf* the puppet
- Black-and-white drawings on 'Tooth-brushing'
- Crayons
- Two knives
- A plastic bag
- A mat
- Presentation materials.

What is Good Tooth-Brushing?

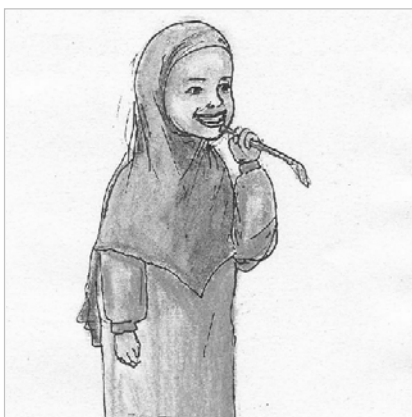
Proper tooth-brushing should involve:

1. Use of a fresh *acacia seyal* (commonly known as *caday*) or another appropriate tree.
 2. Washing of the tooth-brushing stick.
 3. Chewing until the bark of the top is removed and the fibres are soft like a brush.
 4. Brushing of the upper front teeth from top to bottom several times.
 5. Brushing of the other teeth of the upper jaw from left to right.
 6. Brushing of the backside of the upper jaw and the masticatory surfaces.
 7. Brushing of the lower jaw.
 8. Brushing of the surface of the tongue from the base to the tip.
-

² This exercise should be conducted differently in urban areas, where toothbrushes are more commonly used.

Sequence

1. Seat the children in a circle, with the facilitators sitting among them.
2. The first facilitator should open the session with an explanation from Luuf:
“Today we will be learning the proper way to brush our teeth. What do we need for brushing our teeth?”
The children should know that they need a branch from the acacia seyal tree.
3. Luuf should then ask:
“Who knows where the nearest acacia seyal tree is? Remember that we need a tree with enough branches for all of us!”
The facilitators then invite the children to visit the tree and cut ‘tooth-sticks’ for them all.
4. When they reach the tree, the facilitators invite the children to point out branches of the correct length and size for ‘tooth-sticks’. They then demonstrate how these sticks can be cut carefully and safely. (If the children are old enough, they can cut the sticks themselves.)
5. Collect the ‘tooth-sticks’ in a plastic bag.
6. Divide the children into mixed-gender groups of five. Invite the first group to practice brushing their teeth, while the others start colouring their drawings (see Sequence of Activity 1).
7. The facilitators should take turns to sit with each group practising their tooth-brushing. Before brushing, ask the children:
“What is the first step, before we use our tooth-sticks.”
The children should know that the stick has to be chewed first, until the bark is removed and thin fibres can be seen. The facilitator should explain:
“These thin fibres can clean even the smallest gaps between our teeth.”
8. Demonstrate how to brush the teeth on the front of one’s upper jaw. Invite the children to follow your lead – taking care to correct their brushing methods where necessary.
9. When all the children have brushed the front part of their upper jaws, continue with the back part.
10. Instruct them how to brush the teeth of the lower jaw in the same manner.
11. If a group completes both exercises with time to spare, they can be entertained by colouring one of the black-and-white drawings.
12. When all the groups have practised their tooth-brushing, the session can be wrapped up with a song.



Notes for Facilitators

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

Activity 3: Blocking the Routes of Germs

Objectives

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

1. An understanding of how germs can be transmitted by flies.
2. Knowledge of means to block the routes of such germs.

Duration

20 – 30 minutes

Materials

- *Luuf* the puppet
- Two pin-boards with a sheet of brown paper pinned to each, the picture of 'Ali is unwell' in the centre, and the different 'Germ routes' cards (hands, food, mouth, faeces, flies, etc) arranged around it
- Marker pens
- 'Stop!' road sign cards for blocking the disease routes.



Sequence

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



Notes for Facilitators

1. The two groups should be gender-balanced, with roughly equal numbers of boys and girls. Discussions between the genders should be encouraged during the group work.

2. The group work should not last longer than 15 minutes. The facilitators should try to minimise their assistance in these discussions. Before the presentations, remind the presenters of the '3 Ts' and give them a few minutes to rehearse their presentations.



Activity 4: Food Handling Exercise (for older girls)

Objectives

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

1. Learned how to handle food hygienically.
2. Learned how to properly cover food.
3. Understood the importance of clean food and clean utensils.
4. Taken home drawings to remind them of the lessons they have learned.

Duration

40 – 50 minutes

Materials

- Luuf the puppet
- Poster on 'Proper food handling'
- Set of posters on 'Handling raw food'
- Set of posters on 'Cooking food'
- Set of posters on 'Handling cooked food'
- Set of posters on 'Feeding toddlers'
- Black-and-white drawings on 'Handling food'
- Crayons
- Presentation materials.



Sequence

1. Seat the girls in a circle with the facilitators sitting among them. The first facilitator should open the session with the puppet *Luuf* saying:
“Hello girls, how are you today? We are back again with a special session for you! Are there any newcomers in the group?”
Give the newly arrived girls a warm welcome and invite them to introduce themselves to the group.
2. The second facilitator introduces the posters on the pin-board:
“Today we have invited only you older girls because we want to talk about hygienic methods for handling food. We want you to learn these important lessons in working groups and then present them to the whole group.”
3. Point to the 'Proper food handling' poster on the pin-board:
“These are the issues we want to discuss! What do you see?”
The girls should recognise the four topics on the poster. The facilitator should only offer assistance if the girls are struggling to identify the topics.
4. Divide the girls into four working groups and allocate one of the following topics to each: handling raw food; cooking food; handling cooked food; and feeding toddlers. Give each group the set of posters pertaining to their topic, and invite them to prepare a presentation on the subject for the whole group within 15 minutes.
5. For Group 1, explain their task as follows:
“Your group is dealing with raw food. Here you have posters of different raw foods and methods for storing them. For example, how do you store spaghetti at home in an hygienic way? Here are pictures of tins, boxes and plates for you to choose from. Remember, you have only 15 minutes.”



And to Group 2:

“Here you have posters of different tasks you have to do when preparing and cooking food. For example, how should you keep your kitchen clean? Here are pictures of different cleaning methods, such as sweeping and washing up. Remember, you have only 15 minutes.”

And to Group 3:

“Your group is dealing with cooked food. Here you have posters showing cooked food like spaghetti, meat, etc. And here are different possibilities for storing it, like tins and plates. Remember, you have only 15 minutes.”

And to Group 4:

“Your group is dealing with feeding toddlers. Here you have posters of different situations. Choose the right posters and match them with the correct situations. Remember, you have only 15 minutes.”

6. While the groups are discussing the issues, go from group to group and listen. Assist them if you are asked. Invite them to select one or two presenters to make their presentations. Remind them of the ‘3 Ts’ for delivering their presentations.
7. When each group has finished their preparations, invite them to make their presentation following the same order.
8. If there is sufficient time left over, hand out the black-and-white drawings and invite them to colour them in.
9. Conclude the session with an appropriate song.

Notes for Facilitators

1. This activity does not include boys, for the simple reason that Somali boys are not usually involved in handling food or feeding toddlers.
2. Divide the groups randomly by counting off the girls with the numbers ‘1’ to ‘4’. If any girls (friends or sisters) show a strong desire to be together, this should be permitted.
3. Make sure that each presentation is wound up within the allocated 15 minutes.



Activity 5: Toilet Use Exercise



For this activity, at least two facilitators will be required to perform the puppet show and then to take it in turns demonstrating and discussing the use of the toilet with small groups of children.

Objectives

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

1. Understood the importance of hygienic toilet practices.
2. Recognised toilets as safe places.
3. Learned what tools are required for hand-washing.
4. Learned how to clean their fingernails.
5. Taken home drawings to remind them of these lessons.

Duration

30 – 40 minutes

Materials

- Two puppets: *Luuf* and *Timiro*
- Copies of black-and-white drawings on ‘Using the toilet’
- Crayons
- A water container
- Soap and/or washing powder
- Presentation materials.

Sequence

1. Seat the children in a circle with the facilitators sitting among them.

2. Open the session with a greeting from the puppet *Luuf*.

“How are you today, children? Are there any newcomers?”

Any newcomers should be given a warm welcome and be invited to introduce themselves, telling everyone their name, age and favourite colour.

3. The second facilitator should now take the puppet *Timiro* and join the facilitator with *Luuf*. After introducing *Timiro*, they can make their preparations for the puppet show.



4. Perform the puppet show.

5. After the show, the facilitators should divide the children into groups of four and give out the drawings and crayons. Then, one by one, they should take each group to the toilet and explain the proper means of using the toilet – and keeping clean in the process.

6. Use the Demon and Fairy puppets to explain why the former was so scared of the toilet – and how the latter conquered these fears. Invite the children to discuss their own fears of toilets (the presence of insects, the dirty environment, etc.) and to ask any other questions they may have.

7. Ask the children to explain in turn the correct sequence in which they should use the toilet – demonstrating the correct position of feet on the footpads, where to put the water container, how to squat so all faeces go down the hole, etc.
8. After this demonstration, invite each child to wash their hands carefully with soap.
9. If a group completes the exercise with time to spare, they can be entertained by colouring in one of the black-and-white drawings.
10. When all the groups have completed the exercise, the session should be wrapped up with a song.

Notes for Facilitators

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

The ‘Toilet Ghost’ Puppet Show

Characters

- *Luuf* the Puppet
- *Timiro* the Puppet
- A Demon, made from a dark sock
- A Fairy, made from a white sock.

Materials

- Two puppets with faces
- Two puppets made from socks
- A stage (with a curtain or board to hide behind)
- A box, symbolising the toilet
- A small bottle filled with water
- A bar of soap.

Duration

10 – 15 minutes

Notes for Facilitators

Two facilitators each take one of the puppets *Luuf* and *Timiro* and sit behind a curtain or a board, so that the audience cannot see their faces. During the dialogue, the puppets should face each other so it is obvious that they are addressing each other. The facilitators should not try to disguise their voices completely, but should raise or lower them according to the character they are playing. When the Demon and Fairy puppets arrive, each of the facilitators will ‘play’ one of them with their other hand.

Sequence

The two puppets greet the audience – **“Hello everybody, how are you today?”** – and wait for them to reply.

Luuf turns towards *Timiro* and touches him:

“Hello *Timiro*, what’s wrong with you? You look like you’ve seen a ghost! What happened?”

Timiro looks around nervously before whispering:

“Oh Luuf, I’m so happy to see you. I did see a ghost – inside the toilet!”

Timiro hugs Luuf and points to the toilet, shouting:

“I was in there when a huge dark ghost showed up and talked to me!”

Luuf pulls Timiro into a corner and whispers:

“Are you sure – I mean really sure?”

The toilet door moves slightly and a soft moaning noise comes from it. Luuf and Timiro start shaking and Timiro tries to hide behind Luuf. The Demon is seen inside the toilet, and he starts a loud deep moaning:

“Whuuur! Whuuuuuuuur!!”

Timiro whispers to the audience:

“You see – there is a ghost there, and he stinks! Can’t you smell him?”

Both puppets hold their noses. The children should have time to react.

The Fairy puppet appears on the stage with a bottle of water and a bar of soap. Timiro again tries to hide behind Luuf. The Fairy greets them in a friendly voice:

“Hello Luuf! How are you? What’s wrong with your friend? He looks very scared.”

Suddenly, the Demon starts crying:

“Whuuur! Oh no! I can smell soap and water! Urghh! Save me! I hate soap and water!”

The Fairy turns to Luuf and Timiro and says:

“Are you scared of that ugly, stinking toilet ghost? You mustn’t be! It’s so easy to get rid of him!”

The Fairy starts spraying water over the Demon. The Demon yells out and shrinks back into the toilet. His cries become softer and softer, eventually fading away completely.

Timiro becomes very excited:

“Luuf! Luuf! Did you see that! The ghost just disappeared! Just by using soap and water! Do you think it’s safe now? I still have to pee – right now!!”

Luuf and the Fairy walk towards the toilet and have a careful look inside:

“Yes, Timiro, he’s gone. You can use the toilet without being scared now!”

Timiro disappears inside the toilet and closes the door.

The facilitator playing Luuf emerges from behind the curtain. The Fairy turns to the audience and calls out:

“I hope you lot know how to use the toilet properly! Do you?”

The children will probably answer: ***“Yes!”***

The Fairy continues:

“And you know how important it is to wash your hands carefully after going to the toilet. Tell me why!”

The children call out their answers. Luuf praises the best of the answers:

“Very good! Yes, that’s right! Very good!”

The door of the toilet opens and Timiro returns to the stage. The Fairy walks towards him, sprays some water onto Timiro’s hands and hands him the soap. Timiro takes the soap and washes his hands at length.

The facilitator playing Luuf leaves the stage and with Luuf in his/her hand he/she stands in front of the children. Luuf turns to the audience and says:

“Now, let’s go to the toilet all together. My friend here [pointing to the facilitator] will show you how to use the toilet properly. OK? Follow me!”

The facilitator takes Luuf and the children to the toilet.

Activity 6: Closing Ceremony

Objectives

After the closing ceremony, the children will have:

1. Recognised the importance of the CHAST course.
2. Heard from the programme officer/s.
3. Received awards/stickers for their participation.

In addition, the community will receive its own CHAST Certificate, and the children will pose with the community elders, facilitators and programme staff for a group photograph.

Duration

20 – 30 minutes

Materials

- The puppets *Luuf* and *Timiro*
- CHAST Certificate for the community
- CHAST stickers for the children
- Closing ceremony posters
- A camera and film.



Sequence

1. Seat the children in a circle with the facilitators sitting among them.
2. The first facilitator should open the session with a greeting from the puppet *Luuf*:
“Hello everybody! Today is the last CHAST session and we are here to see you off and wish you a very hygienic future!”
Luuf points to the elders of the community and says:
“Today we have some very special guests. Most of them are well known to you!”
The puppet indicates the programme officer and says:
“May I introduce our programme officer to you. His/her name is [Name of programme officer].”
3. The programme officer makes a short speech.
4. The programme officer presents a CHAST Certificate to the elders.
5. *Luuf* addresses the children again:
“We also have a small reward for you children, to commemorate all the things you have learned to improve your own personal hygiene.”
Timiro and *Luuf* hand the stickers out to the children, one by one.
6. The facilitators help to arrange the participants for a group photograph. The children should sit at the front with their posters of Ali, Aisha and Jama, and of hand-washing, tooth-brushing, food-handling and toilet use. The facilitators should hold aloft the puppets *Luuf* and *Timiro*.
7. The ceremony closes with another song by the children – and anyone else who wants to sing along!

Notes for Facilitators

The community elders should be given plenty of notice in order to ensure that they can attend the closing ceremony. It is also very important that the programme officer is present.

Annexes

1 LIST OF TOOLS

1.1 Posters

Step 1

Activity 1: Introducing Yourself

'Characters 1': The set of posters shows:

- Aisha wearing shoes
- Jama blowing his nose with a handkerchief
- Ali blowing his nose in an unhygienic way.

Activity 2: Everyday Stories

'Leisure activities': The set of six posters shows common leisure activities of Somali children – three of girls, three of boys – with an everyday activity of adults in the background.

Step 2

Activity 1: Good and Bad Habits

'Characters 2': The set of posters shows:

- Ali leaving the latrine and biting into a fruit
- Aisha washing her hands
- Jama leaving the latrine carrying a water container.

'Ali is unwell': This poster shows Ali lying in bed with his mother caring for him and Aisha and Jama visiting him.

'Good and bad hygienic habits': This poster set shows 29 hygienic and unhygienic habits, to be used for two-pile sorting. For most of the good habits, there is a corresponding bad habit – with a few exceptions, e.g. hand-washing or eye rubbing. The set also includes green and blue 'Smileys' symbolising good (☺) and bad habits (☹).

Step 3

Activity 1: Revision of Good and Bad Habits

The card game *Memory* features 24 pairs of playing cards. The activity requires at least three packs of cards with different patterns on the back (to make them easier to separate).

Pass the Buck features 12 corresponding pairs of playing cards showing personal hygienic habits, plus a 'Buck'. The activity will usually require at least three packs with different patterns on the back.

Activity 2: How Germs are Spread

'Ali and Jama are playing football' is a series of nine posters that tell two stories about Ali and Jama. A second series – 'Ali and Jama are playing football 2' – shows different endings to the story:

- Ali washing his hands with soap
- Aisha, Jama and Ali sharing a meal
- Ali and Jama washing their hands with soap
- Ali, Aisha and Jama playing together
- Ali, Jama and their friends playing football, with Aisha watching

Activity 3: Germs are Spread by Flies

'Ali and Jama are playing football' poster set

'Ali and Jama are playing football 2' poster set

'Fly', an A5 poster that is attached to the clothes of the facilitator playing the fly

'Tools of personal hygiene and other items not related to hygiene':

- A barrel
- A covered plate of food
- A football
- A jerry can
- A pillow
- A pair of shoes
- A pair of slippers
- Soap/Omo
- A Thermos flask
- A 'tooth-stick'
- An uncovered plate of food
- A traditional water container
- A walking stick.

Step 4

Activity 1: Hand-washing Exercise

The 'Personal hygiene' poster set features the tools from the previous session with the exception of the football and the walking stick.

The 'Germ routes' posters include:

- 'Ali is unwell'
- Drinking water
- Faeces
- Feet
- Flies
- Food
- Hands
- Mouth

The 'Stop!' road sign cards are carrying the international 'Stop' road sign. Eight cards are required to block the following subjects:

- Hand-washing (4 cards)
- Shoes (1 card)
- Covered food (1 card)
- Using the latrine (1 card)
- Containers for drinking water (1 card).

Activity 4: Food Handling Exercise

'Proper food handling' involves a main poster and four subject-specific poster sets, covering:

- Handling raw food (spaghetti, rice, vegetable, fruit, water)
- Cooking food (a girl sitting in front of a cooking pot)
- Handling cooked food (a family eating)
- Feeding toddlers (a girl feeding a toddler).

The 'Handling raw food' poster set includes:

- Butter
- Boxes
- Fruit
- A hook
- Meat
- Milk
- A milk container
- Onions and potatoes
- Plates
- Rice, sugar and spaghetti
- Tins.

The 'Cooking food' poster set includes:

- A broom
- A clean kitchen
- Clean utensils
- Covered food
- A dirty kitchen
- Dirty utensils
- A dishcloth
- A bar of soap
- A washing-up bowl
- A water container.

The 'Handling cooked food' poster set includes:

- Hands covering food
- A family sharing a meal on a mat (with shoes outside the mat, a water-bowl and soap)
- Flies
- Hand-washing in a bowl
- A bar of soap
- Uncovered food.

The 'Feeding toddlers' poster set includes:

- Covered food
- A girl washing her hands
- A girl cleaning the bottom of a toddler
- A girl cleaning the toddler's face
- A girl cleaning the toddler's hands
- A girl taking the toddler's faeces to the latrine.

Activity 6: Closing Ceremony

The closing ceremony needs:

- CHAST buttons for the children
- Certificate
- several posters from all sessions for the photo

1.2 Drawings for colouring

Activity 2: Everyday Stories

The 'Leisure activities' set of six drawings shows the same leisure activities of Somali children as the corresponding posters.

Activities 1, 2 and 3: Exercises

There are six black-and-white drawings to colour in:

- A boy blowing his nose
- A boy drinking
- A boy peeing into a *bally*
- A boy showering
- A girl washing her hands
- A girl brushing her teeth.

1.3 Games

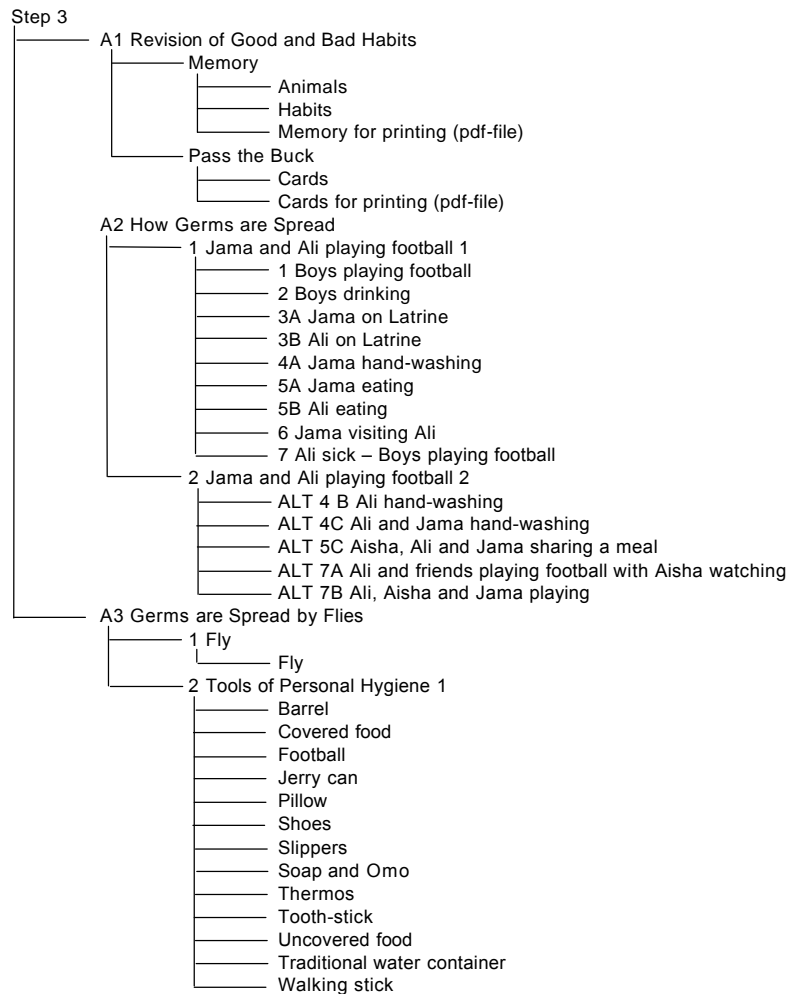
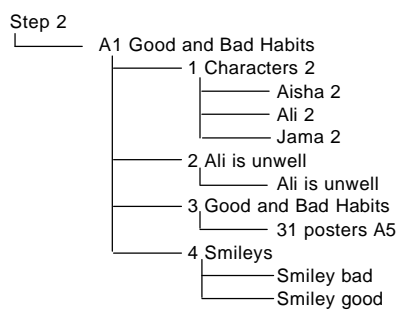
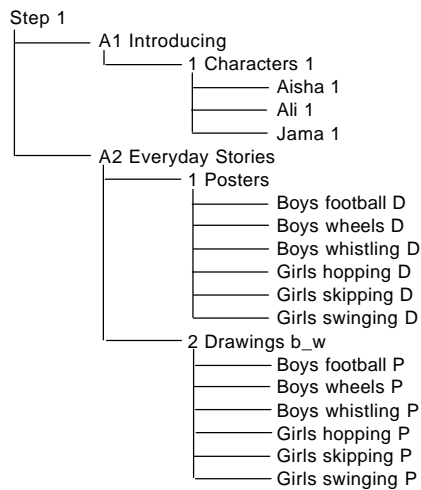
Memory is a card game for younger children, aged about 5-10 years, which involves good training for the memory. A pack of cards contains 24 identical pairs. Up to eight children sit in a circle. The cards are shuffled and displayed face down in four rows. The child to the left of the dealer starts by turning over two cards. If they match, the child can keep those cards – and turns over another two. If these are not identical, they are turned back over and it is the next child's turn. The process continues, with all the players trying to identify pairs of cards, until there are no cards remaining. The player who has collected the most pairs is declared the winner.

Pass the Buck is a game for up to six players with 12 pairs of cards showing good and bad habits, plus the 'Buck', which will indicate the loser. The objective of the game is to collect pairs and discard them. The dealer shuffles the cards and deals all 25, one by one, in a clockwise direction. When all the cards have been dealt, the player left of the dealer takes a card from the dealer and, if he/she has a pair, they discard it. The next player then takes a card from him/her and repeats the process. When a player has discarded all of their cards, he/she is out. The player left holding the 'Buck' at the end is the loser.

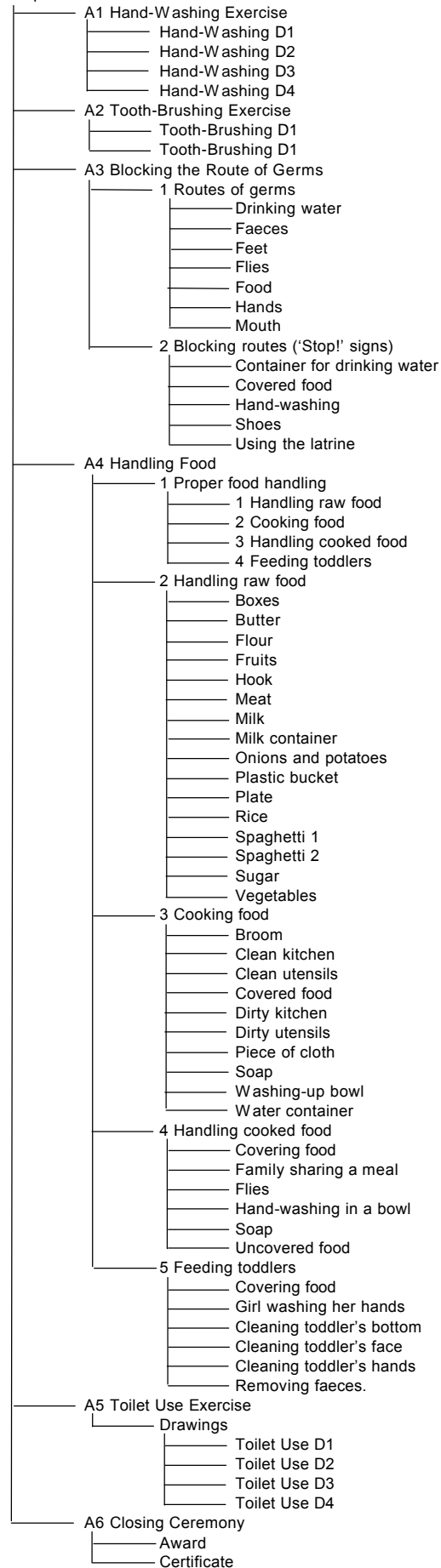
2. CONTENTS OF THE CD

CHAST Manual
General
Drawings and Posters
Step 1
Step 2
Step 3
Step 4

General
Symbol b/w
Symbol coloured
Colouring book
Photos from the pilot phase



Step 4



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