



SCHOOL WASH MODULE

CONTENTS

1. Introduction
2. Steps involved in the integrated hygiene promotion programme in school
3. Objectives, plans
4. Activities
5. Assessment
6. Creation of facilities for improved water supply and sanitation
7. System for proper usage committees maintenance and management
8. Students committee
9. Roles and responsibilities of student committees
10. Criteria for selection of students to the committee
11. Roles and responsibilities of teachers
12. Roles of parents teachers association
13. Capacity building – teachers training and orientation for students and teachers
14. Hygiene education
15. Records and documentation



16. Developing linkages with external agencies for sustainability
17. Hygiene education lessons with tools and methods
18. Objective of hygiene promotion
19. F diagram
20. Safe water handling
21. Food hygiene
22. Personal hygiene – hand washing
23. Safe disposal of faeces
24. Safe disposal of solid and animal wastes
25. Safe disposal of liquid wastes
26. Protection of handpump source
27. Formation of children's committee
28. Activities and games
29. Testing instruments
30. Diseases
31. School records and registers



Introduction

Integrated Hygiene Promotion or Water Sanitation and Hygiene (WASH) Promotion in schools is a programme, which cannot be undertaken in isolation by any one person or any one agency. There are different players at different levels and all have to perform their roles and responsibilities with clarity on what is to be done and how to do it. Before embarking on the programme, it is necessary for all concerned to understand who does what to achieve what. An organised set up and a systematic approach will facilitate a participatory process and timely review of the progress.

Steps involved in the integrated Hygiene Promotion Programme in school

A good IHPPS programme is a comprehensive programme, that includes:

1. Setting objectives and identifying activities, outputs and a time frame
2. A participatory assessment of the situation and creation of facilities for improved water supply and sanitation.
3. System for proper usage, maintenance and management by appointing appropriate committees
4. Capacity building –teachers training orientation to students and parents
5. Hygiene education and follow up exercises
6. Monitoring, review and follow up of the impact: child to child; child to family; child to community
7. Records and documentation
8. Developing linkages with other external agencies towards sustainability

Objectives, Plans

- To make schools and teachers as centres of knowledge dissemination and making them models for change
- Promoting a school environment which is healthy for the children and the communities
- Reduction of the incidence of water and sanitation related diseases among school children



Activities

The objectives to be achieved by the following activities

- Educating, Motivating and Facilitating children to change their behaviours
- Developing children to act as agents of change towards better health in their families and neighbourhood
- Instilling a responsibility among the children to improve the sanitation condition of the schools, household and their village.
- Training teachers from all schools in adopting hygiene education lesson plans
- Helping in the establishment of separate latrine facilities for all boys and girls
- School curriculum revised to include hygiene promotion lessons
- School students committees, Parents Teachers Association established in every school.

Assessment

An assessment to be carried out at the beginning and to be followed at regular intervals to assess the changes. It will include

- The hygiene related knowledge and behaviours of the children
- Assessing the level of existing facilities at schools
- The existing curriculum and the need for inclusion of hygiene information
- The capacity of the teachers and those involved in the implementation

The finding to be shared among the students, teacher, parents and the local authorities and officials and together with them discusses and set targets of change.

The teachers and those who are facilitating the programme should develop a timetable for carrying out the hygiene classes fitting the overall school planning. An action plan giving the various activities and related changes set in a time frame will be prepared for the programme as a whole. The time table will be a guide for the teachers and the facilitators to conduct themselves on a day-to-day basis whereas the Action Plan will provide guidelines and a check list for the programme as a whole.



Creation of facilities for improved water supply and sanitation

- While planning the creation of sanitation structures the age of the children and the need for separate facilities for boys and girls has to be taken into consideration.
- The size of a sanitary block has to be proportionate to the strength of the school. The sanitation blocks should have adequate water supply and storage facilities.
- The technology used for water supply system should be appropriate for children as users.
- The state of existing facilities and possibilities of restoring them to full use should be given priority in consideration before planning for new works.

System for proper usage Committees –Maintenance and Management

Maintaining and managing the facilities created should be the responsibility of those who are involved. By forming appropriate committees of all concerned, the roles and responsibilities can be clearly assigned, which will lead to systems of maintenance. Who will do what and when will be decided and shared with all participants.

Students committee

The students, their teachers and their parents each one of them has a key and unique role to play in the IHPPS. The government authorities that are responsible for the school programme are also to be aware of the need and respond sensitively to the situation with appropriate actions. Legislation is essential to bring about the desired results at all schools at the same time, but timely decisions within the permitted limits at local level by the concerned authorities can contribute to the effective implementation of the IHPPS. After indentifying the different players, it is necessary to organise them, and build up their capacity through training to enable them to perform the expected roles. In the ensuing paragraphs, it is explained what is the level of organisation needed at each level and what are the roles and responsibilities and the training needs.

Children when formed as a group can form a greater influencing force. As a group, they will first learn together, change themselves, and effectively influence others in their community. Forming students committees will help to allocate duties and responsibilities which can improve practicing and monitoring hygiene behaviours. When the students are given the right knowledge



School WASH Module

and instilled with the commitment for maintaining the system of the facilities available like sanitary blocks, keeping water sources clean, water handling and practice of hygiene behaviours will be made easy and simple for adapting. When students as members of the school committee take up the management and maintenance of the system they become sustainable.

Students committee to be formed consisting of senior students in middle schools and students from classes 4 and 5 in primary schools. 5 students from each class can be include in the students committee. These students are assigned specific responsibilities, given focused orientation to perform their roles, and built up with leadership qualities. One of the teachers of the school involved in the IHPPS can be the chairperson of the committee. The responsibility of the students committee can be in the following areas.

The Roles and Responsibilities

- Upkeep and monitoring of school sanitation including class rooms
- Maintenance of Water Source and being responsible for distribution of drinking water to smaller children
- Cleaning and ensuring availability of water in the sanitation blocks
- Proper management of waste disposal in school premises
- peer education and monitoring on hygiene behaviours among younger children
- planning and participating in the common activities
- Monitor the fund collection and the utilization
- Report to the concerned teachers on the problems for suitable action.
- Encouraging participation by all students.

The criteria for selection of students

- Children who are intelligent and take an active role
- Take an active and lead role in all the curricular and co-curricular activities of the school
- Children whose parents are willing to allow them to take the role as volunteers and leaders
- The roles mentioned above can be assigned to the sub groups within the committee. this and the leadership of the committee can be rotated every month or in each term, so all share the work equally.



Roles and Responsibilities of Teachers

Teachers are the key personnel in the implementation and the sustainability of the programme, to build up their capacity to help them to become effective promoters of IHPPS, structured trainings have to be given to the school teachers.

Each school can identify two or three teachers to be responsible for the IHPPS. The identified teachers will be responsible for hygiene promotion. While selecting teachers to be responsible for hygiene promotion and subsequently for training, care must be taken that, the teachers will be able to fulfil the above expectations. While selecting the teachers, care should be taken on representation to both genders. A latrine at the teacher's household will convince the teacher on the need for sanitary facilities and at the same time a motivating factor. Promote latrines at teachers houses. The encouraged to interact with the community and share the knowledge with teachers from other schools during their opportunities to meet them.

Roles and Responsibilities of Teachers

- Understanding the hygiene knowledge and committing to the promotion of hygiene among the students and their families.
- Demonstrating themselves as models of good practices
- Develop the skills to use and develop appropriate participatory methods and tools.
- Commitment to effect the desired changes and sustain the system by including the process as part of the school curriculum
- Organising and guiding the student committee and Parents Teacher Association.
- Develop a Plan of Action and follow it.
- Adapt the available resource materials to the need of the situation and take hygiene classes
- Share with other teachers and community about the programme and influence them to replicate
- Assess the situation in the beginning and monitor the changes in children's behavior and the maintenance of the facilities
- To maintain appropriate recording system and contribute to the documentation of the programme



School WASH Module

- Willing and resourceful to dedicate time for hygiene promotion
- Giving full cooperation to the Village Animator and Hygiene Educator
- Monitoring the functioning of the committees and see that they undertake their roles and responsibilities.
- Taking initiative to ensure that PTA meeting are regularly conducted and follow up action is taken.
- Making the campus clean with the help of the committees
- Follow up the improvement in the hygiene behaviours of children

Roles of Parents Teachers Association

Parents of all students will be the members of Parents Teachers Association. This is in accordance with the norms set by the Government. For practical reasons, references to the PTA, in this manual, pertains to identified active members who will act as representative of the entire Parents Teachers Association. The existing committee is not existing or not active, an appropriate committee has to be promoted. Parents of children who have interest in the community development, and who have influence among the community are to be identified and selected for inclusion in the PTA. It is preferable to have not less than 10 members of parents in the committee in addition to the teachers responsible for the hygiene promotion programme. It is preferable if gender equality can be maintained in the membership. The parents and teachers association is a collective body representing the school and the community and should play a link role between the two sections and influence a participatory action.

Role of PTA in the school programme:

- Understanding and extending full support to the school management in the implementation of the programme
- Participation in decision making, construction and fund mobilization
- Regularly attending the meeting and taking part in executing the decisions made at the meeting
- Taking an active role in the management of the programme
- Encourage and motivate the students committee to perform their roles and responsibilities.



School WASH Module

- Mobilize the support of the community at large by disseminating the details of the programme and helping towards the change
- Establishing contact with concerned authorities and agencies who would be instrumental in the sustainability of the programme.
- Take initiative and develop contacts to tap financial and other resources for the programme.

Capacity Building – Teachers Training Orientation for Students and Teachers

The teacher's training school awareness camps and other activities can use the methods and tools mentioned below.

- Video, slide shows and cultural shows
- Distribution of information leaflets in the local language
- Demonstration and orientation on the principles and functioning of the pit latrines soak pits and compost pits.
- Demonstrating the need for good practices through participatory games.
- Organising competitions on health information and health education and encouraging participation and learning.

The selected students should be given orientation training in the beginning. The training should help them to improve their ability to learn and share with their peers and parents. The training contents should focus on the following areas.

- Hygiene knowledge and related good behaviours to be adopted
- Their expected roles, and how they are expected to perform the roles
- Sharing the findings of the pre assessment and convince them on the need for change
- To use participatory tools to educate the younger children
- The expected outcomes changes and improvements to be achieved by the specific roles of the students and the overall programme.
- To watch out for changes and improvements in the situation the objectives and the indicators.



School WASH Module

- On performing the role of child leaders in monitoring the changes.
- A social responsibility to reach out to the families and the neighbourhood with knowledge and change in behaviour

The various aspects in which the ability of the teachers has to be improved and the final expectation from teachers' training are,

- Clarity on the need to promote hygiene among children and in the families
- Realisation of the responsibility of their role as teachers and models of the children their families and to the community at large
- Systematic knowledge of the relation between water, sanitation, hygiene behavior and health;
- Skill to develop and use appropriate participatory methods and tools
- Commitment to effect the desired changes and sustain the system by including the process as part of school
- Good organisation and communication skills to make the Parents Teachers association functional.
- Ability to understand and plan the activities or lessons appropriate to the situation
- Interacting with other teachers and schools and disseminating the hygiene messages and the benefits of the programme
- To monitor the children's behavior and the maintenance of the facilities
- To maintain appropriate recording system and contribute to the documentation of the programme
- To demonstrate themselves as models of good practices and committed social leaders
- The parents should be given a one-day orientation, covering the topics of,
 - The purpose and plan of the programme
 - Their responsibility as parents and members of the society
 - The need for finance and the various sources from which these can be mobilized



Hygiene Education

Hygiene Education is deciding and structuring the information to be taught and supporting the contents with appropriate teaching methods developing lesson plans and appropriate participatory tools and Methods for Teaching.

- The lesson plans and the related tools have to be simple practical and make the link between knowledge, attitude and behavior
- The contents and the methods should encourage children to reflect on their behavior and stimulate them to think on the ways of change
- The planning of lessons should include repetition leading to reinforcement of ideas.
- The methods should be creative and interesting for the children-use local games and communication methods to the extent possible
- Include participatory work exercises, which expose children to activities and contributing to the situation in the school and household.

Impart hygiene knowledge and with the help of tools and materials facilitate the children to adopt them in their daily life. Build up the children's capacity and commitment to reach to other children, families and to the community at large.

Monitoring Review, Follow up of the impact, Child to Child, to Family, Child To Community

The progress of works should be periodically reviewed against objectives and the set time frame planned. The monitoring and review can be carried out through periodical assessments of children's knowledge and behavior and understanding the level of change among the families by visiting a sample of them.

Records and Documentation

Appropriate records have to be maintained to document the process, the changes and the people's role and functioning. This documentation will help everyone to understand the programme better and facilitate wider dissemination of the information.



Developing linkages with other external agencies towards sustainability

School is an integral part of the society and an intervention in school has to be with the participation of those concerned with the school. The educational department, health department and the administration are involved in the various activities of the schools. The local administration is responsible for allocation of resources and creation of facilities. The educational departments are concerned with school curriculum teachers training and educational materials. The health departments make visits to school to render basic health services to the children. These departments have to be oriented and involved in the implementation of the programme. Their conviction and active participation will contribute to the sustainability and comprehensive development of the school programme. The school committees should be facilitated to develop a working relationship with the authorities and others concerned to receive support and guidance.

Conclusion

All participants of the Integrated Hygiene Promotion in School have to realise the need for immediate and united action. Let us understand what role we can play in this important and essential programme and start acting. Our contribution may be small, by it is important that we make the results holistic. Let us all motivate and encourage many others to participate in this programmers. The programme is for the children, the people at large and for the Future.

Reach Children today to ensure a brighter tomorrow



Hygiene Education the Lessons with Tools and Methods

Lasting changes through the Hygiene Promotion Programme will pass through a process consisting of three levels. These three levels have to be carefully taken into consideration while implementing any integrated hygiene promotion in schools. These are

- **Foundation:** Generating a conviction and commitment to change through knowledge attitude and belief.
- **Facilitation:** Enabling to translate the newly acquired knowledge, attitudes and beliefs into desirable behaviours.
- **Fraternization:** Sharing spreading and sustaining the change through influence and communication to peer groups, parents and neighborhood.

Systematic knowledge dissemination to children is only a part of the process it must be associated with facilitation to change themselves and motivation to reach to others. When these essential factors are built into the programme, then the expected changes will occur at children's level and at the community level. The lesson plans include simple messages on the Hygiene knowledge to be transferred to children helping them to understand the need for good behaviours and help them adopt these as every day practice. The lessons plans also include some follow up exercises building up behaviours as every day practice and includes motivation for children to convince their family members to adopt good practices.

The Objective of Hygiene Promotion

Prevention of Water and Sanitation related diseases by adoption of good hygiene practices.

To promote correct treatment practices during the incidence of such diseases.

Key Hygiene Areas and the Behaviours to Be Promoted

- Safe Water Handling, Collection and Storage
- Personal Hygiene – Hand washing at critical times.
- Food Hygiene-Protecting Food From Flies and pests
- Safe Disposal of Human Faeces –Using a Latrine or Covering the Faeces with soil



School WASH Module

- Safe Disposal of solid and Animal Waste
- Safe Disposal of Liquid Wastes
- Treatment of Diarrhoeal Diseases-Using Rehydration Drinks, ORS and Home Made Fluids

Use the “F” – Chart to demonstrate the various transmissions routes of diseases.

F Diagram

Route of Faecal – oral transmission by “F” diagram.

The diseases that are water borne are also caused by faeces and hence called faecal related. To know how the faecal contamination reaches the mouth is explained by the “F” diagram. We can trace the various ways by which faeces reaches the mouth i.e. from faeces to fluids, fingers, flies, food and fields reaching the mouth of a new host.

Germs from one person’s faeces pass on to another person’s body through food and mouth. The ways in which the diseases causing germs travel from one person’s faeces to another person’s mouth can be explained in the following manner.

Transmission:

1. Faeces mixing with the nearby water sources happens if,
 - People defecate almost at the edge of a water source allowing faeces to mix with the water
 - It rains and the faeces nearby are washed into the water source.
 - The person washes himself after defecation right in the water source.
 - Animals and birds trample on the faeces and then enter water sources.

The water source is now contaminated with particles of faeces, germs floating unseen to the naked eye. A women collects her family’s daily need of water from this source and is unaware of the contents of the water. Will she ever use this water for cooking or drinking if she really observes the happenings around the pond and can see the dirt?

2. Files ,cattle, poultry and animals after sitting on the faeces carry particles of faeces stuck to their legs
 - Files sit on the exposed food items, water and fluid



School WASH Module

- Flies sit on the mouth, especially children

Magnifying the legs of the fly one will be shocked. They generously transfer all the germs and filth held in their legs and these will find their way into one's mouth.

3. Fruits, vegetables and greens grown in the area of defecation get in contact with faeces lying nearby

When one is told that defecating very close to the field leads to the contamination of the vegetables, it is one's general perception that faeces are natural manure. The vegetables collected from this field (with parts of faeces on them) and when not properly washed before eaten raw or cooked, will help faeces travel from fields to greens to mouth!

4. Anal cleaning and hands not washed thoroughly.

Hands are multipurpose workers of the body. They clean and feed as well. The crucial among these functions is anal cleaning and disposing of child's faeces. Hands which clean all other parts of the body are so selfishly ignored. They are never washed as cleanly as they should be. After anal cleaning and handing child's faeces to dispose of it they are not thoroughly washed. Water is simply allowed to flow over hands and people are convinced that their hands are clean. Sadly they are not. Particles of faeces with its germs sticking to hands have not been washed off but only spread all over the palm, with the 'act' of washing. Hands smeared with faeces help to eat, cook, handle water and all in the house will be unknowingly eating faeces.

5. Due to open defecation, the soil is also contaminated with faecal germs like hookworm and these worms will pass on to a person's legs and into one's body. The cysts of the worms may also be airborne and land in food, water or even be breathed in. Of course the worms may not really go through the mouth and so may not be classified as faecal-oral. Yet these are faecal-based and have to be avoided.

1. Primary Barriers:

- 1.1. Using Latrines
- 1.2. Handwashing after defecation and after handling child's faeces with cleaning agent



School WASH Module

Secondary Barriers:

2.1 Hand washing with cleaning agent before handling food and feeding children

2.2 Keeping the food covered

2.3 washing vegetables, greens and fruits with clean water before eating them raw

2.4 Using safe water source for collecting water for drinking, cooking, storing and handling it Hygienically

2.5 Using clean containers to store water.

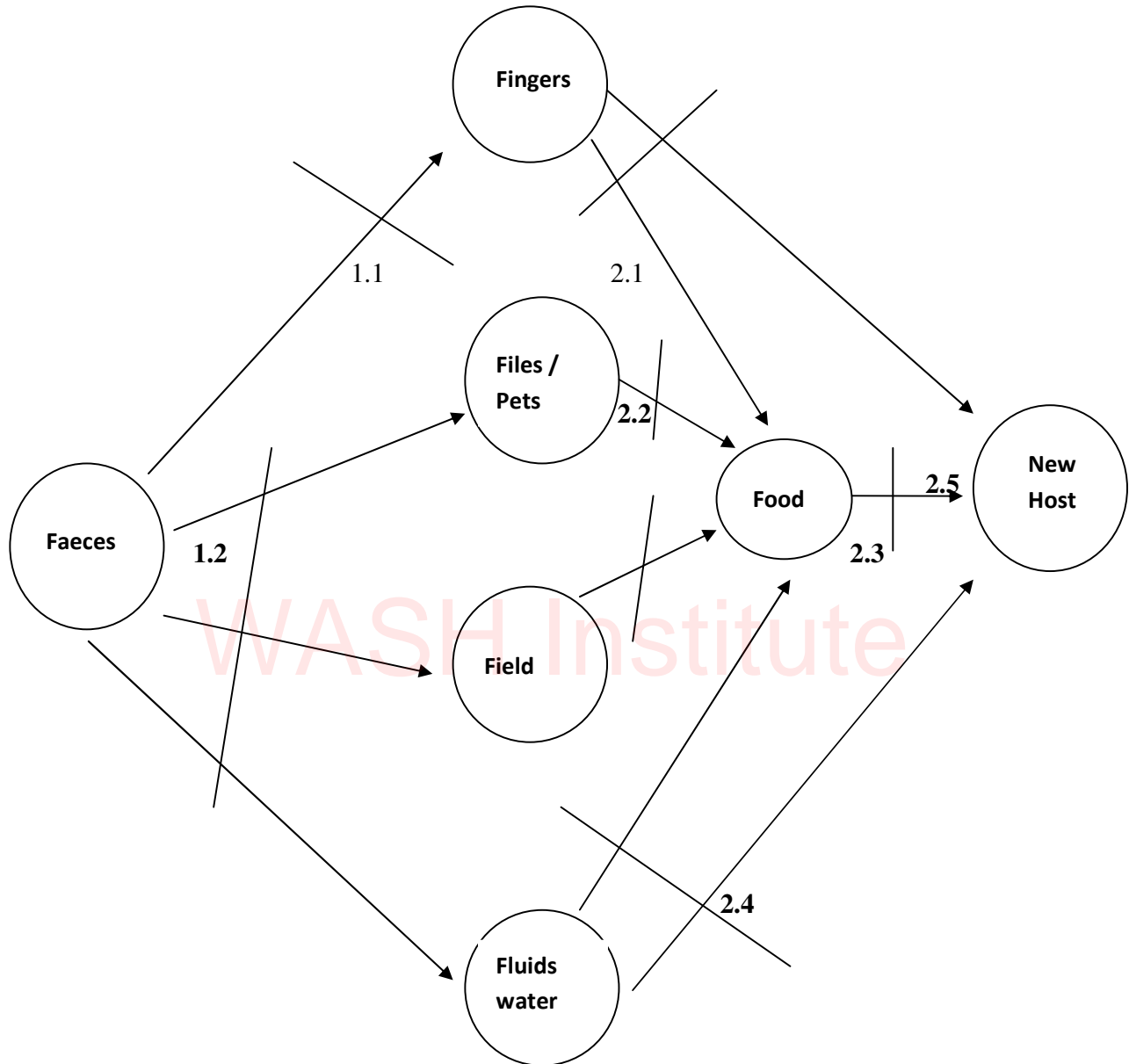
Barriers:

Just as there are many faecal oral transmissions so also there are many points at which intervention may be brought to interrupt this transmission. These opportunities to interrupt/prevent are classified into two major barriers, Primary and Secondary. The Primary barrier is preventing the infectious organism from getting into the environments – Fingers, Flies and Fluids. This is achieved by safe disposal of human faeces by using sanitary latrine and washing hands thoroughly after contact with faeces.

When the primary barrier of faeces disposal does not work or works imperfectly, secondary barriers are needed.

- 1 Hand washing with cleaning agent before handling food and children
- 2 Keeping the food covered
- 3 Washing vegetables, greens and fruits with clean water before eating them raw
- 4 Using safe water source for collecting water for drinking ,cooking , storing and handling it hygienically.
- 5 Using clean containers to store water

Route of Faecal – Oral Transmission



Process:

- 1 Make students sit in a semi circle
- 2 Draw a picture of faeces and explain how faecal oral transmission of diseases occurs through the points given above.
- 3 Involve the students and make them participate



School WASH Module

- 4 To indicate the transmission routes use turmeric powder
- 5 For showing barriers to prevent faecal oral transmission use kolam powder. You can also use picture cards to show the barriers
- 6 Emphasise that these points will be dealt in detail in further classes

Safe Water Handling

Water – can be contaminated in many ways. Contaminated water carries many germs, which cause many diseases. Mainly dirty hands, dirty containers, unhygienic water handling practices contaminate safe water. Good practices can help us to prevent contamination of water. The practices are simple and easy to adopt. The objective of this lesson is to educate children on how water is contaminated and how we can avoid this and prevent diseases.

1. Collecting:

- Wash the containers with a cleaning agent before collection
- Ensure that while collecting water, there is no washing or cleaning activities taking place nearby, which can contaminate water at the source.
- Ensure that you do not did your hands while lifting the pot, for this can contaminate the water
- Cover the water container while carrying home.

2. Storing:

- Keep the container with water always covered with a lid.
- Keep the container above the ground level.

3. Handling

- Do not dip the hands and fingers in the water.
- Use a ladle with a long handle to take water from the container
- A container with tap can be used to store water making it easy to handle
- Where none of the above is available, tilt the container and take water

What do you again?

Following all the above practices, you maintain your water clean and safe. You stop dirt and germs passing on to the water you drink. There will be reduction in diseases and you gain good health.



School WASH Module

Points for follow up:

- Give examples to explain safe sources
- Ask the children to narrate what they think are the various ways in which water can be contaminated
- Along with education practical lessons or games can be included on water handling.
- Guide the students committee on proper maintenance and cleaning of water sources
- Encourage the school to have a proper drinking water container(With tap or ladle)
- Also ensure that the water pot is kept in a raised position
- Train senior children to educate the younger to correctly handle water.
- Make water distribution as a regular exercise at prescribed times of recess and lunch break by the students committee. Monitor this activity and correct where necessary
- Ask the children about their practice at home and encourage them to talk to the family and others
- Follow up and assess the children and the families for change in knowledge, attitude and practices
- Ask the students to make a drawing of how their parents handle water in their house, by observing them.

Safe Water Handling Exercise:

Aim: This exercise is done in order to make students identify ways in which water can get contaminated due to improper water handling practices become aware and make them practice correct water handling practices.

Time Taken: 1/2 Hour

Process:

1. Make the students sit in a circle
2. Display a picture of a woman collecting water from the hand pump in the left side of the black board/ground
3. Ask them what the person is doing (ask them to give a name to the lady and ask what she is doing? And whether she collects water from the correct source?)



4. Now take a glass tumbler with water in it (which looks dirty) and tell them that it is the same water taken by the woman from the hand pump. Ask them if they have any doubts about its quality.
5. Now take another glass tumbler with water and ask a student to tub some ink on his finger and dip it in the tumbler, ask them what happens? Ask them the reasons why the water has become contaminated.
6. Display various pictures, pictures of unwashed vessels. Dipping the hands while lifting pot, not covering the pot and keeping it at ground level at home dog licking the water, dipping hands while taking water from pot). Ask them to identify those behaviours that will contaminate the water.
7. Ask them how to prevent contamination of water at home. Display various pictures of the correct behaviours like (picture of washing the vessel not dipping hands while lifting pot, covering the pot and taking it home, keeping the pot in raised position and keeping it covered, using a ladle to handle water). Ask them to identify those behaviours that can help the women to keep the water safe from contamination.
8. Explain clearly the key hygiene behaviours with regard to safe water handling that have to be practiced both in their school and at home.

Games:

Game1

This game can be called “Find the right pair”.

- Select volunteers for the game according to the number of pictures you have or give the pictures in random to the students in the class.(Pictures 2-11)
- Tell the students that the pictures given have wrong and right behavior and they have to match.
- Ask students to go around and find the right pair i.e. for a bad behaviour match the right behaviour from among the pictures given to the students.
- See the drawings of students and observe the water handling practices as done in their home. Emphasise on adopting the right water handling approach and encourage them to promote this practice in their homes, first starting with them.



School WASH Module

Game 2:

This game emphasizes the ways water can get contaminated due to improper storage.

Have a glass of water kept open on the ground inside the class. Ask students to sprinkle some colour powder (colour powder that is traditionally used for drawing kolam) on the floor.

Now ask the students to observe the glass with water and make comments on whether the water looks clean or unclean. Ask one among them to observe the changes/ happening. Now ask students to jump on the kolam powder for some minutes and make them run around. After a few minutes ask the observer to look inside the glass preferably with a torch and comment. There would surely be many dust particles in it i.e. the kolam powder would have entered the glass and contaminated the water. Now stress the point of keeping water containers covered.

(Kolam Powder: Powder used for Rangoli)

Food Hygiene

Food can cause harmful diseases if it is not well cooked or if it is exposed to germs and dirt. What are the ways in which food can get spoiled? Food becomes a carrier of germs when dirty hands, unclean containers or flies get in contact with it... simple ways

Important behaviours :(children can follow and practice).

- Wash vegetables clean before eating them raw.
- Always keep vessels that contain food covered with a lid.
- Keep the vessels containing food. Above the ground level
- Avoid eating sweets and other eatables, which have been exposed to flies.

Special Care to Be Taken: (Children can learn and teach at home)

- Cook all meat especially Pork for a sufficiently long time
- Keep all the containers used for feeding baby very clean.
- Cooked food should not be kept for a long time
- Reheat food that has been kept for a long time before eating.
- Boil milk thoroughly



School WASH Module

- Wash your hands very clean, using a cleaning agent, before handling food or feeding babies.

The place and the surroundings:

- Keep the cooking place and surrounding clean and dry.

What do you Gain?

Your food is safe and is free from germs. The food you eat will add to your health and will not cause diseases.

Points for follow up:

- At school lunch break, train the children to eat in a clean place.
- Focus on avoiding eating food articles exposed to flies and dirt – especially from the street vendors.
- Ask the children about their practice at home, and encourage them to talk to their family members and others.
- Follow up with the behaviour of the child and the changes in their family.
- Ask the students to motivate and follow up their noon meal staff to keep food always covered and in a raised position and that they should wash their hands before cooking and before serving.
- School management and students committee to instruct the vendors not to sell stale food and to always keep the food covered using a polythene sheet/net

Food Hygiene Exercise:

Aim:

The aim of this exercise is to create awareness among children on the importance of practicing good food hygiene behaviours.

Time Taken: 45 minutes



Process:

1. Make the children sit in a circle
2. Display before them the pictures that can be built as a story.(picture of a happy family unhygienic room with dog inside the house, child eating food infested with flies and sad family)
3. Ask them the following:
 - What do you see in the picture?
 - Is there any problem if yes what were the problems that made a happy family a sad family?
 - What could not have been the possible causes of the problem?
 - What is the future implication of the problem?(i.e. how it has affected the family at present how can it affect others etc)
4. After they have come out with answers to your questions clearly explain how improper food hygiene behaviours can make a person sick, like eating food infested with flies etc.
5. Give a detailed explanation of how flies after sitting in the faeces sit in the food and pass on the faecal germs. How pet animals contribute to pass on the faecal germs. How vegetables when not washed and eaten/cooked carries faecal germs, how tape worm affects a person?
6. After the students have understood the reasons for practicing food hygiene behaviours, ask them as to what the family had to do to keep themselves healthy and hygienic?
7. Stimulate discussion and ask them as to
 - What should be done to prevent flies?
Cover food

Note: Never give the answer, allow for the natural response of the students

- What to do to prevent pet animals from contaminating the food kept inside the house?
- Cover the food and keep it in a higher ground
- How to get rid of faecal germs in the vegetables?
Wash the vegetables before eating and cooking



School WASH Module

- What to do before eating meat?
Cook well to prevent worm infestation and from going stale
- What other hygiene behaviours can prevent food and water contamination?
Hand washing and use of latrine are the other behaviours that can protect food.

Tell the students to prepare a list of ways by which they can improve on food hygiene behaviours in their household and at school.

Game 1: Divide the class into two groups. One volunteer from the first group is called forward and asked to pick up any one of the cards with a food hygiene message written on it. The volunteer reads the card silently and conveys the message mentioned in the card through action in front of the class. The members in the group try to guess the message. If the group fails to give the correct answer even after three chances, the chance is given to the next group. Points can be allotted for each correct answer and the group with the highest points wins the game.

Game 2: This game aims to teach the students about the importance of covering food.

- Children are asked to form a circle holding hands
- A plate with food/snacks is placed in the centre of the circle
- One student is asked to run around the circle and try to get through to the food kept in the plate
- The student who has formed the circle by holding hands tries to prevent the student from getting inside the circle
- The student trying to get to the food represents the fly and the students holding hands represent a food cover to protect food from flies.

Personal Hygiene – Hand Washing

Personal Hygiene includes cleanliness of the whole body – like with regular bath and wearing clean clothes. Hands are most important as hands are used for eating and all the cleaning works of the body. Hands are the important link between dirt and mouth. Imagine parts of faeces sticking to one's hands or nails and entering his mouth along with the food eaten. It is possible



School WASH Module

isn't it? What can one do to avoid this? Washing hands after handling dirt and before the contact with food will break this link.

What is Hand Washing?

Hand Washing is not rinsing hands in plain water. Use sufficient water; thoroughly scrub your hands with a cleaning agent and rinse cleanly.

When are the critical times we must wash hands as described above?

- a. Washing hands after handling faeces
 - After defecation
 - After washing a child
 - After disposing child's faeces
- b. Washing hands before handling food
 - Before cooking food
 - Before serving food
 - Before eating
 - Before feeding a child
- c. After handling waste
 - After clearing the animal waste
 - After cleaning the liquid and solid wastes
 - After any work involving cleaning

Cut the nails at regular intervals. Keep them trim to avoid germs hiding in the gaps.

Points for follow up:

- Along with education, practical lessons or games can be included on hand washing.
- Encourage the school to have a proper place and container with water and cleaning agent for washing hands (be kept at strategic place easy for students to locate) before and after food.
- Train senior children to help the younger ones to wash hands before food.



- Make hand washing as a regular exercise at lunch break. Monitor this activity and correct where necessary.
- Ask the children about their practice at home, and encourage them to talk to the family and others.
- Follow up with the behaviour of the child and the changes in the family.
- Make the students committee monitor the hand washing of younger children after the return from the toilet and before taking food or water.

Faeces to Food via Hand Exercise:

Aim: It is a general idea that handwashing with water is sufficient and helps to keep one healthy. The aim of this lesson is to make students understand the importance of handwashing during critical times.

Time Taken: 1 hour

Process:

1. Make the students sit in a circle.
2. Ask them as to what they use their hands for
3. Ask them the incidences in which their hands gets into contact with human faeces and as they say correctly display the related pictures and ask them to identify from the pictures the situations during which their hands come in contact with human faeces.
4. Ask them as to what activities they do immediately after they have touched human faeces like eating, fetching water etc. and ask them display the related pictures in the ground and keep them after the pictures showing the situations during which their hands come in contact with human faeces.
5. Explain to them by demonstration by asking two students to come forward and give them both turmeric powder to wipe it in their hands. Ask one of the students to wash his hands with water only and the other washes with soap and water. After washing, ask both of them to wipe their hands in a white cloth, and make them to see the difference.
6. Explain that faecal germs will enter out food, when we cook/eat/ serve/ feed/ child if we do not wash out hands and can cause us diarrhoeal diseases.



7. Now keep a picture of handwashing with soap, handwashing with ash and handwashing with mud before all pictures.
8. Ask them to give incidences when they should wash their hands with soap/ask mud.
9. Now make a review and ask students to identify from pictures when all they should do handwashing with soap, ash, mud.
10. To teach the importance of nail cutting, have a magnifying glass and make students see the dirt in their nails using the magnifying glass. Explain that these are faecal germs and can cause diarrhoea diseases when directly consumed. Ask them to cut nails regularly.

Games:

This game is aimed to review and also to analyse how far the students have understood the messages.

Children are asked to sit facing the board

- The teacher draws a number of circles on the board and writes phrases/words relating to critical times of handwashing inside the circle like Eg. Handwashing with ash, Handwashing with soap, Handwashing after play, Handwashing after defecation etc.
- Draw a circle on the ground about 2-3 meters away from the board
- Ask the student to stand in the circle drawn 2-3 meters from the board and with a ball in hand try to hit the circles on the board with the message that relates to critical times of handwashing mentioned inside the circle.
- The student reads out the message he has hit on the board and explains it to the class.
- Each of the student is given three chances.

Safe Disposal of Human Faeces

Do you know that faeces contain millions of germs one of which can cause you severe diarrhea and other harmful diseases? Imagine your surroundings with faeces all over and the number of ways in which faeces can get into your mouth. Do you like the idea? What is the simple way to avoid it? Dispose faeces before they can start the transmission of germs.



School WASH Module

What are the safe ways of disposing faeces?

- Using a sanitary latrine for defecation.

When there is no latrine at home, what can you do?

- Cover the faeces with mud/soil
- Use places away from living areas and places away from water sources

What will you do with faeces of children at home?

- Dispose the faeces of children in a pit and cover it with soil
- Dispose the faeces in to the latrine

Using a latrine is the simple, permanent and safe way for disposal of faeces.

What do you gain?

Use latrine and keep the disease away. Using latrine also adds to your dignity

Points for follow up:

- Promote good sanitation in school. If a latrine is not immediately available, dig a shallow, long trench. Fence it with plant cover. Provide water in a tub. Encourage children to use this area for defecation and cover it with soil. A fencing as a similar cover with sock pit instead of trench can be provided for urinating.
- If a latrine and urinal is available encourage regular usage and maintenance and monitor.
- Orient the PTA about the students role and responsibilities in usage and maintenance of latrines and urinals to avoid problems in future.
- Educate children on the simple ways of building a latrine, with models of water seal.
- Take them to a site of latrine construction and help them understand the process.
- Encourage the school to have a proper place and container with adequate water and cleaning agent for washing hands before and after food.
- Train senior children to guide and monitor the younger children to use the latrine at school.



School WASH Module

- Ask the children about their practice at home and encourage them to talk to the family and others.
- Repeat the messages, and questions like “did you cover your faeces today?” to remind them and make it a habit.
- Follow up with the behaviour of the child and the changes in the family.
- Make the students committee responsible for promotion of good practices and monitor the usage of latrine in the school
- Note the number of children having and not having latrines in their home. Encourage students having latrine in their home to use them and other children should motivate their parents to build one at the earliest.

Safe disposal of human waste exercise:

Aim

The aim of this exercise is to create awareness among the student about the problem of open defecation and the safe way of human excreta disposal

Time Taken: 90 minutes

Process:

Method 1:

1. Make the students sit in a circle
2. Display before them all of the pictures (Pictures of open defecation near road, near field, near water sources, open defecation near road with a snake nearby, defecating after dawn, defecating and pigs, using toilet, covering faeces with mud)
3. Allow some time for them to see the pictures and watch the discussion among them
4. Ask the group to identify the safe and unsafe way of human waste disposal and ask them to explain about the ill effects of open defecation and benefits of using a toilet.
5. Ask the inherent dangers of open defecation and and benefits of using toilet. Make them to relate it to their daily activities.



6. Identify their difficulties and views for not building toilet. Explain to them about low cost toilet and importance of water seal toilet (avoids smelling and the direct passage for files).
7. At the end of the exercise, summarise the discussions and explain to the group members.

Method 2:

1. Make the students sit in a circle
2. Display pictures one by one and ask the following questions for brainstorming:
 - What do you see in the picture?
 - Is there any problem noticed in the picture?
 - If yes, what is the problem?
 - What could be the future implications of the problem?
 - What could be the possible solutions and its advantages?

Note: Allow some time for observation and discussion among themselves.

3. Do not restrict with these questions but allow the group to discuss and come out with clear understanding.
4. After they have come out about the unsafe sanitation condition help them to relate it to their village situation
5. After each picture is analysed, given an overall view of the dangers of open defecation and motivate them to go for building latrine.
6. Follow up regularly after the exercise and continue the motivation.

Method 3:

Build up a story using the following hints. You can also develop some pictures by yourself and use them to tell the story

- A very happily married couple
- Have two children and they are playing very happily at home.
- One of the child going for defecation near garden and snake biting him
- Child died and is buried



School WASH Module

- Family builds a toilet on insistence of the other child
- The family using it and are happy again.

Games:

Through this game, you make the students understand that as available space for open defecation decreases, there are problems and people will have to crowd thereby increasing the threat of spread of faecal germs and diseases.

- Divide the groups into three (according to size)
- Give each group a newspaper sheet.
- Each group is to select a leader among them.
- After the teacher starts clapping, the children start running in a circle.
- When the clapping stops the leader has to make one fold in the paper reducing its size to half and the whole group has to stand on the folded paper.
- Again after clapping starts, students run and after clapping stops fold the paper twice, the whole group has to stand on the folded paper.
- Tell the group to do this again for two times by telling them to fold the paper three to four times and make them stand on the folded paper until no one is able to stand on the paper.

Safe Disposal of Solid and Animal Wastes

Every day we generate wastes in many ways. Wastes when not disposed correctly create situations, which lead to diseases. Wastes are of many kinds and each has to be dealt with appropriately. Let us consider the different types of wastes. Solid Wastes – (perishable, Non Perishable), Animal Wastes, Liquid Waste.

These wastes make the environment unclean and unhygienic to live in. Also it makes a breeding place for flies and pigs. There is also the threat of diseases due to these unhygienic situations. Non perishable wastes like plastics can cause death of animals and will not allow percolation of water to the ground thus affecting ground water recharge.



School WASH Module

In this lesson, let us consider how to treat the solid and animal wastes.

How can the wastes be disposed/

1. Composting 2. Recycling

Burning (this is one method of waste disposal but not recommended due to the environment pollution and dangers if not watched carefully)

Steps involved in Solid/ Animal Waste Disposal

- Any solid or animal waste should not be scattered around, but should be collected in a space specified for the purpose.
- Segregate the wastes that are Perishable (All food items, Plants, leaves, fruits, Vegetables, Paper clothes and any bio products etc.), and Non Perishable (Plastics, Glass, Metals, Polythene Bags etc).
- From these, identify materials, which can be recycled. (Plastics, Metals etc.,)
- Collect the perishable and non-perishable wastes in two different pits. The animal wastes are to be added along with the perishable wastes. Separate those items, which can be recycled.
- Arrange for recycling of the items collected – selling or passing on to people who deal in these.
- Periodically cover the perishable wastes with soil and enable composting when it is full completely seal and dig another pit.
- The pit containing non-perishable items and those, which cannot be recycled has to be disposed of in a specified place periodically.
- Remember to locate the pits away from the water sources and living areas.

Points for follow up:

- Promote good sanitation in school. Make children collect and segregate wastes. Involve children in digging pits, and managing the composting in the school.
- Encourage them to use containers to collect wastes, and use small pits to dispose them appropriately.



School WASH Module

- Follow up as to the usage of compost pits especially during intervals and lunch hours.
- Take them to a site of compost pit construction.
- Ask the children about their practice at home, and encourage them to talk to the family and others.
- Follow up with the behaviour of the child and the changes in the family.

Identification of Good and Bad Behaviours on solid Waste disposal:

Aim:

Through this exercise students will become aware of the importance of safe disposal of solid waste.

Time Taken: 1/2 hour

Process:

1. Make the students sit in a circle
2. Show them each of the cards and keep the cards in front of them
3. Now ask the members to discuss and ask them to sort out the cards as good and bad practices. (Note: Do not explain to them what is in the picture but just show them the picture and make them see it and analyse it).
4. Stimulate discussion by asking them why the cards are sorted out as good and bad practices. (The group should have a reason for having selected a card as good or bad, if they are not able to come out with any reasons, help them to relate it with their daily activities)
5. At the end explain to them what is a “Good” behaviour, “Bad” behaviour. Explain by giving few examples.
6. Explain the good behaviours- using dustbins, compost pits and burying.
7. Ask the students to identify the places where solid wastes are disposed in their school and at village and tell them to write it on a board and encourage them to come forward with steps to tackle the problem.



Safe Disposal of Liquid Wastes

We have looked into the methods for the safe disposal of solid and Animal Wastes. Let us now consider the disposal methods of Liquid wastes. Stagnant water whether it is waste water or fresh water acts as the dwelling place for mosquitoes of different kinds causing us many diseases (like Malaria, dengue, Filariasis and Japanese encephalitis brain fever).

These diseases are transferred by mosquito's bites thus affecting more persons. The best way to prevent mosquito related diseases is to remove all possibilities of water stagnation which causes mosquitoes breeding.

1. Keep all fresh water containers and storage tanks covered always.
2. Wherever possible keep the fresh water in tubs or cisterns, open wells, small tanks and water containers covered. In case of larger water tanks and where covering is impossible introduce fish that will eat the larvae of the mosquito.

The best way to prevent waste water stagnation at home, school and village is by finding the reasons for water stagnation and taking appropriate measures as below.

1. If the stagnant water is due to accumulation of rainwater fill the area with soil not allowing water to stand.
2. When the stagnant water is caused by the waste water flow from the household or from the water source like a hand pump or stand post, if sufficient place is available promote a kitchen garden and fence it. Ensure that the wastewater flows easily to the garden
3. Where the place available is insufficient provide a soak pit to absorb the water quickly.
4. Wherever there is drainage, keep drains flowing. If the problem is a blocked drain clear the drain and regularly maintain to avoid blockage.
5. At the end of the drains, see if the wastewater joins to a main drain, or if it is let out in vacant land, it should be provided with a soak pit or kitchen garden.

What do you gain?

No more stinging bites of mosquitoes! The dreadful diseases caused by mosquitoes are avoided. (Malaria, Filariasis, dengue, brain fever etc.) Clean villages without the stagnant, black, murky water. Wealth is created from waste as Wastewater is recycled and we get good greens



School WASH Module

and vegetables fresh in our back yard. We gain better nutrition with fruits and vegetables leading to better health and life.

Points for follow up:

- Make the students committee responsible for wastewater management. (Observe that even during holidays and vacations the gardens are maintained well by the students in a planned manner).
- All spots of water stagnation in the school has to be identified, and the committee along with other children should plan a day of action where, the spots can be converted to garden, soak pits or merely filled with soil as appropriate
- Promote gardens using the wastewater from the bathing room, hand washing and water source. Motivate the children in raising the plants known to them and maintain the garden.
- Make them understand building a soak pit by taking them to a site
- Ask them questions on the wastewater problems they have identified in their village and find out what they think can be the solution. If possible, initiate a group action in the village through the children.
- Make sure that the produce from the garden is utilised towards increasing the children's nutrition. This can be done by giving the produce to noon meal centre at the school, who in turn can give it for students during lunch.

Identification of Good and Bad Behaviours on Wastewater disposal;

Aim:

Through this exercise, students will be made aware of the importance of safe disposal of wastewater.

Time Taken: 45 minutes

Process:

1. Make the students sit in a circle
2. Show them each of the cards and keep the cards in front of them



School WASH Module

3. Now ask the members to discuss among themselves and ask them to sort out the cards as good and bad practices. (Note: Do not explain to them what is in the picture but just show them the picture and make them see it and analyse it).
4. Stimulate discussion by asking them why the cards are sorted out as good and bad practices. (the group should have reason for having selected a card as good or bad if they are not able to come out with any reason, help them to relate it with their daily activities)
5. At the end explain to them what is “Good” hygiene behaviour, ”Bad” hygiene behaviour. Explain by giving few examples. (Good hygiene behaviours are those that improves the health of an individual. Bad hygiene behaviours are those that lead to the deterioration of the health of an individual and sometimes may lead to death).
6. Explain how the good behaviours like creating a kitchen garden, cleaning the drainage, construction of soak pit can help to prevent water stagnation near the houses and water sources in the village. In addition, how they promote health and savings to the family by citing certain case studies.
7. Ask the students to identify the places where water stagnates in their school and at the village and ask them to write it on the board and encourage them to come forward with steps to tackle the problem.

Treatment Behaviour

We have learnt how the water and sanitation related diseases are caused and the good hygiene practices that can prevent them. In this chapter we will understand more about the diarrhoeal diseases and simple and essential ways of treating them.

What happens when you are affected by diarrhoeal diseases?

When large watery stools are passed it can be called as diarrhoea. With every passage of stools the body loses essential water contents and salt. When there is continuous diarrhea the loss of water and salts is more, the affected person is led to a state of **Dehydration (A state of loss of water content in the body)**. Severe dehydration may lead to death.

Symptoms of Dehydration:

State	Symptoms	Action to be taken
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Mild: one or two times passage of stools	Tired And week	Give home made fluids and sugar salt Solution
Moderate: Four or five times passage of stools	Thirstiness and dry mouth	Continue feeding the rehydration drinks and be prepared to resort to medical attention if passage of stool continues.
Severe: continuous watery times with vomiting and fever	Dry eyes- no tears; Reduced passage of urine. (In very severe cases the skin loses its elasticity. Sunken fontanel occurs in case of infants)	Seek immediate stools ,some professional medical attention.

What should you do when somebody is affected by diarrhea?

(The treatment to be followed)

To prevent Dehydration we will have to immediately replace the lost water. The affected person should take as much as water and liquid foods. This process of replacing the water is termed as Rehydration. You can give the affected person as much water as he or she can drink.

Rehydration Drinks:

To make up the loss of salts and water the following is the prescription of Rehydration. Before preparing the suggested drinks, washing hands and vessels like glass and spoon is very important. Also the solution prepared should not be kept for a long time.

Sugar Salt Solution:

*One Glass of Clean Water (200 ml). * One pinch of Salt (thin layer of salt held between the thumb and the index finger) Four pinchers of sugar. Mix the salt and sugar thoroughly and make the affected person drink after every motion.



School WASH Module

Oral Rehydration Solution:

ORS packets are readily available in PHC and aganwadi. Demonstrate the use of ORS.

Points for consideration:

1. For infants Breast Feeding must be continued.
2. Excess salts are dangerous!

The important message is drinking lots of water or taking food with fluid content. The fluids which are part of our normal diet can be identified and used during the diarrhoeal spell. Some of the Home Made Fluids are,

1. Rice Gruel
2. Dhal water
3. Tender Coconut
4. Weak Black Tea.
5. Fritty juices (especially citrus)
6. Vegetables soups
7. Ragi Malt

Points for follow up:

- Ask children when was the last time they had diarrhea? How did they feel later?
- Introduce the ORS packets and demonstrate preparing ORS. Solution to the children.
- Demonstrate the making of SSS in the school and make senior children perform this in turn.
- Find out the fluid food habits and encourage them to take more of these foods during the time of diarrhea.
- Once in a week, ask children if they or anybody in their family suffered from diarrhea, and find out what was the treatment adopted. Encourage them to use Rehydration drinks.
- In case of diarrhea accompanied by fever, or pus or blood in motions, excess vomiting and Severe dehydration symptoms advise them that the person or child should be taken to a doctor.
- Ensure that all children know the correct proportion of SSS, if necessary make observations and follow up regularly.

Treatment Exercise:



School WASH Module

Aim:

To understand the children's knowledge on reasons for diarrhea and what are the best and safe treatment methods they can use

Note: Make the children discuss the treatment behaviours used for treatment of diarrhea. Do not impose your ideas, but encourage participation and be a facilitator.

Process:

- 1 Make the group sit in a circle
- 2 Ask them if they or their siblings had diarrhea recently
- 3 Display a picture of a child having diarrhea in centre
- 4 Stimulate children to give reasons for which the person had diarrhea
- 5 Write their reason on the board (Many times they may say it is due to sin, God is angry etc. whatever reasons they say should be written down) and after they have come out with the reasons, clarify them.
- 6 Display all the possible pictures depicting the treatment behaviours and ask them to identify the treatment behaviours adopted by them in their village and make them to display it around the picture of child having diarrhea.
- 7 Ask them the following questions:
 - The reason for choosing the treatment behaviour?
 - Is that safe?
 - What was the effect of the treatment? Was there improvement or does it increase diarrhea?
 - Has there been any death in the family or in the village due to diarrhea?
 - What was the cost/resources involved for the treatment?
 - Did it leave any harmful effects on the child after treatment?
8. After upu have identified the reasons and treatment methods adopted, explain them in separate sessions
 - a. What are the reasons for getting diarrhea
 - b. What diarrhea leads to?,
 - c. How to identify dehydration and



School WASH Module

- d. The safe/correct treatment methods

Games:

This game is aimed to make the preparation of SSS easy to remember for the students.

- Tell the students that their thumb represents one pinch of salt and that 4 fingers represents 4 pinches of sugar.
- After students have understood this the teachers calls out sugar/salt alternatively in a fast and tricky manner and the students have to respond with the correct action.
- Students who do the wrong action are eliminated.

PROTECTION OF HANDPUMP WATER SOURCE

KEY HYGIENE BEHAVIOUR

- Protect hahdpump area form contamination, by keeping it clean and free from water stagnation and repairs.

Aims & Objectives:

- To understand how we get safe water from borewell because of natural filtration and the difference between ground water and surface water.
- To know that besides rainwater, ground water is the safest source of drinking water.
- To know that borewell water should be protected.

<p>Materials Needed:</p> <p>For Experiment</p> <ul style="list-style-type: none"> (1) One transparent plastic bag (2) Tow glasses (3) Pin (4) Water 	<p>Picture cards</p> <ul style="list-style-type: none"> (1) Person defecating near water source (2) Washing of animals at the water source and other such activities (3) Picture of filtration process (4) Picture card of badly kept hand pump
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School WASH Module

Lesson Content:

Borewell water is a safer source of water than other sources. The risk of water borne diseases gets reduced. If we use borewell water. But borewell water can get contaminated also, if we do not keep the platform and the surroundings areas of hand pump clean. How borewell water is safe water can be understood by a demonstration to understand the filtration process.

Activity

Take a strong plastic bag that is transparent and fill it with fine sand at the bottom, and with bigger particles of sand above and some small pebbles on the top. Make a small hole with a pin at the bottom to allow the water to seep through. Take a glass of water and pour from the top, the water that comes out can be collected in another glass. This water will appear muddy.

This explains that the surface water is not clean and is contaminated. Successive pouring of water finally gives clear water. This explains the process that happens with rainwater that seeps down gets filtered as clean water. It is also germ free whereas the surface water gets contaminated with soil. Faeces of humans animals etc.

By this experiment we come to understand the filtration process and also it proves that man and his activities contaminated surface water. Therefore bore well; water is safer and cleaner than surface water.

Methodology

Show pictures of badly kept borewell and explain the following:

- If there is water stagnation near the borewell, the water can enter the borewell, which will make the water unsafe.
- Prevent activities like bathing washing at the borewell
- Borewell should be free from water stagnation
- The waste water from the borewell can be used to develop a vegetable garden
- We can plant trees, bananas, Drumsticks, greens and others, which are usually grown in your areas. By this we can get better nutrition, by being able to eat these fruits and vegetables.



- The exceptional cases is that, if the soil in your area has high content of iron, arsenic or fluoride which are chemicals then the water is not safe.

Also if there are factories or industries nearby, the hand pump water should be tested of possible poisoning. The borewell water is then unsafe because excess of these chemicals is not good for health.

FORMATION OF CHILDREN'S COMMITTEE

Forming children's committee's help to allocate duties and responsibilities, which can improve learning and practicing hygiene behaviours.

One of the /staff will be the Chairman of the committee, one student from the senior class will be the President and One student from a lower class can be the Vice President. The visiting hygiene educator will be the Counsellor. By Organising small committees in each class, the children can implement the programme successfully.

Role and Responsibilities of School Committees:

Water Committee

1. Maintenance of water sources at the school
2. Maintenance of the water pot and monitor whether they are kept closed and above floor
3. Teach and monitor whether students do proper water handling practice
4. Have monitoring system within the committee to monitor the maintenance, use of water sources, water handling practice, waste water management systems etc.

Hygiene Committee

1. Have a fund collected for use in water, sanitation and hygiene activities like buying ladle. Soap, water pot, brooms etc.
2. Monitor the behaviour changes at school (Water handling. Food hygiene, Use and Maintenance of sanitary blocks, handwashing, maintenance of kitchen garden/ compost pit etc.)
3. Teach the lower class children on handwashing water handling and help them in practicing the same.



School WASH Module

4. If any problems arise in relation to the school programme, discuss with the teachers and hygiene Educator and take steps for action.
5. Monitor the activities of other committees and the school programme process.

Periodical monitoring can be done by the Hygiene Educator using this committee and also involving teachers, PTA member.

Sanitation Committee:

1. Maintenance of sanitary urinal block
2. Maintenance of water sources
3. Waste water management
4. Solid waste management
5. Keeping the school surroundings clean
6. Food hygiene.

THE VARIOUS STAKE HOLDERS IN THE SCHOOL PROGRAMME

School teacher, hygiene Educator and Village Animator are the major stake holders in our school programme. Their roles and responsibilities are as follows:

Hygiene Educator:

- Visit the schools on weekly basis to conduct hygiene education classes
- Do pre assessment using the checklist
- Prepare and lesson plan/ syllabus in consultation with Co-ordinator
- Strengthening the Village Animator by involving him/her in the school programme
- Updating and Maintenance of the registers
- PTA – Planning for Meetings
- Training
- Undertake periodical assessment in consultation with PTA, school teachers students committee member
- Formation of students committee
- Creating a link with school and community programme



School WASH Module

- Follow up and monitoring.

Village Animator

1. Assisting the Hygiene Educator in all the works
2. Preparing communication materials
3. Making steps to form PTA
4. Taking classes in absence of Hygiene Educator and taking the assistance of the school teacher for the same
5. Training the group leaders in water hygiene and sanitation so that they can handle the classes in future
6. Follow up of hygiene behaviours taught
7. Daily visit the school during intervals, lunch hours to observe the practice of hygiene behaviors taught like handwashing, use of latrine etc.
8. Monitoring the functioning of the school students committee
9. Helping when monitoring is done
10. Creating savings
11. Doing follow up at school and at community to see whether there is practice of hygiene behaviours at school and in home.

Teachers

1. Giving full cooperation to the Village Animator and Hygiene Educator
2. Motivating the students to form committee
3. Monitoring the functioning of the committee and that they are undertaking their roles and responsibilities efficiently
4. Taking initiative to call for a meeting with PTA
5. Making the campus clean with help of the committees
6. Follow up of hygiene behaviour
7. Taking hygiene education classes when asked by Hygiene Educator.

Exercise:

A visit to a village borewell nearby for observational learning.



School WASH Module

FOR THE HEALTH WORKER:

Does the school have a borewell?

If yes, take them to the site. Otherwise take them to the village borewell.

1. Explain to them to keep the platform and surroundings areas clean.
2. Show them the parts of handpump and how to use them. E.g. how to use the handle for long life and how to keep platform clean and how to use the waste water (Usually children do more hard hitting, so explaining this is very important).
3. Tell details of filtration process

Some of the points that need to be considered while installing a handpump are:

1. **Location:** the first step in installing a Hand pump is the choosing of proper site. If bacterial contamination is to be avoided the hand pump should be located not less than 15m (50 feet) from likely sources of contamination. The distance between the hand pump and the house of the users should also be considered. If the hand pump is situated far away people may not use it. It is therefore recommended that the hand pump should be so located that no user will have to carry water for more than 100 m (100 yards).
2. **Platform:** There should be a cement- concrete platform around the hand pump. The platform should have gentle slope towards the drain built along its edge.
3. **Drain:** There should be a proper drain to carry off spilled water to a kitchen garden or a soakage pit constructed well beyond the “cone of filtration” (area of drainage) of the hand pump.
4. **Hand pump:** The hand pump should be of robust construction to withstand rough handling by the people. There should be an efficient maintenance service and arrangement for immediate repair if the pumps go out of order.
5. **User Responsibility:** The provision of sanitary water source does not guarantee freedom from water- borne diseases unless the user observe certain basic precautions at the individual and family level. Strict cleanliness should be enforced in the vicinity of the hand pump; personal ablutions washing of clothes and animals, and the dumping of refuse and wastes should be prohibited. Water from the hand pump should be carried in clean vessels to individuals house & used hygienically.



6. **Quality:** The physical, chemical and bacteriological quality of water should conform to the acceptable standards of quality of safe and wholesome water.

Points for Follow –up:

Hand pump water is safe from germs (disease causing organisms) as the water gets filtered. Hence it is not contaminated like surface water which is contaminated from animal and human excreta and decaying vegetable matter. So, protecting it is important. Observe how the students handle/ operate the hand pump, how they keep it clean and instruct accordingly.

Protection of hand pump:

In this table, identify the number of villages with hand pump without yielding water, under repair, water is salty and is not used for drinking and list them in the table given below:

S. No	Class	Village Name	Hand Pump Not Yielding water	Hand Pump under Repair	Hand Pump water Too salty



ACTIVITIES AND GAMES

Activities and games can be used for better participation and involvement to enhance learning.

I. Pictures for story and drama:

Story telling activity can be done by use of

1. Lolli puppets,
2. Flexi flans and
3. Maxi flans

Lolli Puppets

One can cutout pictures of faces and paste them on cardboard, then attach lollypop sticks or ice-cream sticks to hold them. These pictures can then be made to stand on a sand tray, while telling a story. Each picture is a character and can be given a name to enact a story on a given subject.

Flexi flans:

Different parts of body are cutout and fixed at the joints by using eyelets, hammer and chisel. This makes the different parts moveable. Paste bits of sand paper on the back of the pictures so that it can be used to stick on a panel cloth. Thus you can tell a story.

Maxi flans:

These are similar to flexi flans but they are larger in size. Also two faces can be joined together to show expressions while telling a story eg. A crying face and a laughing face of a lady can be joined together with one body part and used for telling a story

These materials can be used to attract the group and bring their attention. This use of pictures is a powerful way of using drama to explain any hygiene subject. These can be used in the school and in the community with participatory approach.

I. Card game on diseases and prevention:

Have a set of cards marked diseases. Have another set of cards marked with preventive measures. Give each student a card. Each has to match the disease with the preventive measure. Remember many messages can go for one disease.



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Give below are some diseases and preventive measures:

- | | |
|-----------------------------|----------------------------------------------------|
| 1. Malaria | Prevent clean water stagnation |
| 2. Filaria (Elephantiasis) | Prevent dirty water stagnation |
| 3. Diarrhoea | Do handwashing |
| 4. Polio | Prevent drinking contaminated |
| 5. Typhoid | Avoid drinking water directly from taps |
| 6. Trachoma (eye infection) | Keep face clean by washing |
| 7. Scabies | Keep body clean by bathing |
| 8. Dengue | Avoid rain water collections in broken containers. |
| 9. Tetanus | Keep wounds clean by washing with water and soap |
| 10. Sores | Keep body clean by washing |
| 11. Tape worm | Cook meat well upto the required time. |
| 12. Worm infections | Avoid open defecation. |

Testing Instruments

PRE-TEST & POST- TEST

1. From which source we get water for daily use/
 - ✓ Well
 - ✓ Pond
 - ✓ Hand pump
 - ✓ Irrigation well.
2. Hand pump water is-
 - ✓ Dirty water
 - ✓ Clean water
3. Drinking water can be collected from-
 - ✓ Pond
 - ✓ Well
 - ✓ Hand pump
 - ✓ Canal
4. Which Water could be used for drinking ?



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- ✓ Cool water
 - ✓ Very Hot water
 - ✓ Boiled & Cooled Water
 - ✓ Very Cool Water
5. How it is possible for the water in a clean, covered pot can get contaminated?
- ✓ By dipping dirty Hands
 - ✓ By the Flies
 - ✓ By the mosquitoes
 - ✓ By the Hens
6. Who have the responsibility of keeping the village clean?
- ✓ Government hospital
 - ✓ Panchayat
 - ✓ School teacher
 - ✓ Individual person
7. Which place is safest for defecation?
- ✓ Filed
 - ✓ Road side
 - ✓ Latrine
 - ✓ Bank of the pond
8. For what purposes the latrine is used/
- ✓ Washing cloths
 - ✓ Keeping vessels
 - ✓ For defecation
 - ✓ Keeping firewood
9. How the plastic waste can be disposed?
- ✓ Putting in waste pit
 - ✓ Putting in Fire
 - ✓ Putting in Drainage
 - ✓ Can sell
10. Which is the correct way of disposing the waste glass pieces?
- ✓ Putting in Drainage



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- ✓ Putting near to Fence Fire
 - ✓ Putting in Waste box
 - ✓ Can sell
11. How can we reuse the waste water?
- ✓ By growing plants/ kitchen garden
 - ✓ By soakage pti
 - ✓ By letting into pond
 - ✓ By letting it flow into the street.
12. Stagnated water is the place for
- ✓ Mosquitoes
 - ✓ Flies
 - ✓ Birds
 - ✓ Plants
13. How can we prevent the food spoiling?
- ✓ Keep food open
 - ✓ Keep food in vessel
 - ✓ Keep food covered
 - ✓ Keep the kitchen clean
14. What diseases caused by flies sitting on food/
- ✓ Leg pain
 - ✓ Diarrhea
 - ✓ Fever
 - ✓ Eye pain
15. Health education is related to
- ✓ Maths
 - ✓ History
 - ✓ English
 - ✓ Health life
16. From the following which one spread disease to the human?
- ✓ Fish



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- ✓ Birds
 - ✓ Cow
 - ✓ Germs
17. Which disease spread by human Waste?
- ✓ Head ache
 - ✓ Malaria
 - ✓ Diarrhea
 - ✓ Brain fever
18. Which cause diarrhea?
- ✓ Mosquitoes
 - ✓ Bathing in the pond
 - ✓ Drinking dirty water
 - ✓ Not brushing
19. What are the symptom of diarrhea?
- ✓ Happy child
 - ✓ Active child
 - ✓ Watery stool
 - ✓ Ear pain
20. What we have do when diarrhea occur?
- ✓ Get blessings from saint
 - ✓ Should give herbal medicine
 - ✓ Should gives sugar-salt solution
 - ✓ Adorn vipoothi
21. Which one is needed to prepare Salt-Sugar solution?
- ✓ Chili powder
 - ✓ Sugar
 - ✓ Curry leaf
 - ✓ Onion
22. Which of the following is used to wash our hands?
- ✓ Leaves



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- ✓ Mud
- ✓ Water
- ✓ Soap

23. When is it most necessary to wash our hands/

- ✓ Before playing
- ✓ Before touching & eating any food
- ✓ Before reading
- ✓ Before defecating

24. What is used for to clean our hands after defecation/

- ✓ Water
- ✓ Cloth
- ✓ Sand
- ✓ Water and soap

25. Which part of the body is affected by vitamin –A deficiency?

- ✓ Brain
- ✓ Eye
- ✓ Lungs
- ✓ Ears

PRE ASSESSMENT QUESTIONNAIRE/ CHECKLIST

The following questions have to be taken by interview with the Students at the Class jointly and individually:

1. Why do you keep yourself clean?
2. From where do we get safe water/
3. How will you take water from the pot?
4. Where do you go for defecation?



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5. Do you have latrine and urinal facility at school and your home?
6. How do you wash your hands?
7. Is it good to clean the school daily?
8. Who is responsible to keep my village clean?
9. What do you do if your get diarrhoea?
10. How do diseases spread?
11. What will you do with waste water?

The following are to be done through observation:

1. Water facility at school (Yes/No)
2. If yes, type of source?
3. Maintenance of the water source – Done/Not Done
4. Facility for defecation and urination for students and teachers separately- available /Not available.
5. Use and maintenance of the urinal and toilets – Done /Not Done
6. Water storage facility for use in toilets and urinals- Available/Not available
7. if there is facility to store drinking water, how they are kept and handled Closed/Open/ Kept on Floor/Kept raised/ Ladle used/Hands dipped.
8. School surroundings- Neat/Dirty
9. Food Hygiene- Closed/Open/Kept on Floor/kept raised.



PERIODICAL ASSESSMENT CHECKLIST / QUESTIONNAIRE

WATER

True or False:

- 1) Water pot should be kept in a raised position
- 2) To take water a ladle should be used
- 3) Open well water should only be used for drinking
- 4) Boiled water should not be used for drinking
- 5) Safe water is handpump water

SANITATION

Choose the Correct Answer:

- 1) Which is the safe place for defecation? Open Areas/ Latrine
- 2) Handwashing after defecation? Needed/Not Needed
- 3) Disposal of Waste water –Stagnate /Soak Pit
- 4) What does Waste water produce? – Flies/Mosquitoes
- 5) Mosquito related diseases – Malaria/Diarrohea

HYGIENE

Question and Answer:

- 1) What are sanitation related diseases?
- 2) What diseases you get due to waste water?
- 3) What are the types of worms?
- 4) How does hook worm spread?
- 5) What to do if you have diarrohea?

Participatory Assessment:

- 1) Mix and match cards
- 2) Lucky corner
- 3) Three pile sorting



- 4) Pocket chart

Hygiene Promotion Test Paper- A Test Paper

To Assess knowledge

(The following question can be asked either in written test form or as oral question answer assessment. The marks under each area of hygiene can be taken as level of awareness in that area)

Time :1 Hour

Max. Marks: 25

All Questions Are Compulsory.

1. Water Handling: 2M

- a. Water pot should always be kept open – True or False
- b. How should you take water from the container?
 - Using a ladle
 - By dipping

2. Food Hygiene: 3M

- a. Eating food infested with flies from the vendor in school is good for health – True or False?
- b. What steps would you take to prevent flies from sitting in your food?
- c. When should vegetables be washed/
 - After cutting
 - Before cutting

3. Handwashing: 2M

- a. Which of the following behaviour is good for health?
 - Handwashing only with water
 - Handwashing with soap and water
 - No handwashing
- b. What times should you wash your hand every day?



4. Safe disposal of human waste: 4M

- a. Which is the safe place for defecation?
 - Open areas
 - Latrine
- b. Hook worm and other worm infestation are caused by open defecation – True or false?
- c. In the school where will you go for defecation or urination?
 - Latrine/ Urinal block
 - Outside school campus
- d. If school sanitary block available, who will maintain it?
 - School management
 - School students
 - Others

5. Safe disposal of solid waste: 2M

- a. which is a safe place for disposing solid waste?
 - In open areas
 - Compost pits
- b. Where will you construct compost pits in your village?
 - Near water source
 - Near house
 - Outside village

6. Safe disposal of waste water: 3M

- a. What are the problems due to waste water stagnation?
 - Malaria
 - Diarrhea
 - Filariasis
 - Rabies



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b. What can you do to prevent waste water stagnation?

c. What are the advantages when you have a kitchen garden in your house?

7. Treatment Behaviours: 4M

a. When you have Diarrhoea, what will you do?

- Go to doctor
- Go to traditional healer
- Give ORS/SSS

b. What is the correct proportion for preparation of SSS in 200 ml of Water?

- 1 pinch sugar : 4 pinch salt
- 4 pinch sugar : 1 pinch salt
- 2 pinch sugar : 4 pinch salt

c. What is dehydration?

d. What other fluids other than ORS/SSS can be given when a child has diarrhea?

8. Indicate the transmission of diseases with the help of the F chart- 5M



DISEASES

TRACHOMA

WHAT IS IT?

Scarring of the surface of the eye due to repeated eye infections. Old women are most obviously effected. But children harbor the active infective agent and so health education efforts need to centre on children.

HOW COMMON?

It is common in hot dry dusty environments where there are a lot of flies. It is a diseases of poverty and poor environmental sanitation.

TRANSMISSION

It is highly contagious (spread by touch) and so it transferred between people by fingers and flies.

BEHAVIOURAL CHNGES WHICH WILL HELP REDUCE TRACHOMA.

Washing children's face in the morning and after eating: clean faces attract fewer flies.

Better levels of Personal Hygiene (especially handwashing reduces transmission)

Measure, which reduces flies (latrines, solid waste disposal,) will reduce transmission.

Washing sticky eyes in salt water (then washing hands).

Prompt treatment of infected eyes will reduce transmission to the rest of the community.

Measures, which reduce trachoma, will also help control the commoner eye infections ie.

FEVER

WHAT IS IT?

A fever is a raised body temperature, usually above 37.5°C. It is a symptom, not a particular disease



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HOW COMMON?

Fever is a very common symptom.

WHAT CAUSES IT?

Fever is usually a response to an infection but there are 101 possible infections which will cause a fever: the common cold, an ear infection, tonsillitis, pneumonia, blood poisoning, typhoid, bacterial dysentery, malaria, meningitis, etc. Many infections, which cause fever, are harmless but some are dangerous.

TRANSMISSION

The transmission route depends upon the cause of the fever. Typhoid and bacterial dysentery are faecal- oral, malaria is mosquito borne, and most others are spread in droplets.

Paracetamol makes sufferers feel better.

DENGUE OR BREAK BONE FEVER

WHAT IS IT?

This is a mosquito – borne virus infection, which is not directly treatable. It can occur in two forms. Dengue fever, which also causes a problem with blood clotting. This form is dangerous and up to half of untreated patients die. So far only the uncomplicated non-dangerous but unpleasant form is common in India. This illness lasts one week.

HOW COMMON?

Comes in outbreaks. Presently and increasing in India especially in cities.

TRANSMISSION ROUTE

The vectors are striped – legged mosquitoes which bite during the day. They breed in drinking water tanks and other collections of fresh water.



CONTROL

Keep the area around the house free from places where rain water collects (eg. Old car tyres, broken vessels) and ensure all water tanks are either screened, covered or fish are put inside. (fish eat mosquito larvae). Gambusia or guppies are some type of fishes that eat mosquito larvae. These mosquitoes also breed in rainwater collections in agave, pineapple and similar plants.

SCABIES

WHAT IS IT?

Scabies is an infection with tiny itch mites which burrow under the skin. These cause severe itching and the sufferer scratches and often damages their own skin. It commonly affects the finger webs, fronts of the wrists, the buttocks and genitals, it never attacks the head except in babies.

HOW COMMON? Very especially in poor communities

TRANSMISSION

Transmission is generally between people sleeping in the same bed or sitting together long enough for a mite to walk from one person to another.

BEHAVIOURS

- Improved personal hygiene reduces this infection but will not eliminate it because this is an infectious condition.
- Prompt treatment of the whole family is crucial
- Putting bed clothes out in the sun will kill mites which are in the bedding
- Keeping scratched skin clean will reduce secondary skin infections.



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FILARIASIS/ ELEPHANTIASIS

WHAT IS IT?

Filariasis is a mosquito – borne infection of the lymph vessels which after a long time leads to swelling of the legs and scrotum. The disease is treatable.

HOW COMMON

It is very common in many states of India

TRANSMISSION ROUTES

Filariasis is transmitted by mosquitoes which breed in dirty (black water) open sewers, latrines and dirty washing tanks. Mosquitoes bite from dusk until dawn.

BEHAVIOUR CHANGES TO CONTROL FILARIASIS

Keep drains running freely?

Try to drain any collections of black water.

Sleep under a bed net

Put on long clothes at dusk.

Sit by a fire or inside a smoky house.

Burn mosquito coils

Put on mosquito repellent.

JAPANESE ENCEPHALITIS (Brain Fever)

WHAT IS IT?

A mosquito- borne viral infection of the brain. If the people get the disease one third die, one third are left with permanent brain damage and only one third recover.



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HOW COMMON?

There are outbreaks during most monsoon's amongst communities who keep pigs.

TRANSMISSION ROUTE

JE is transmitted by mosquitoes which breed in clean water eg. Rice fields. The mosquito must have first bitten an infected pig to pass the infection to a person. JE Mosquitoes bite at night.

People sleeping close to pigs are most at risk.

BEHAVIOURAL CHANGES WHICH WILL HELP CONTROL JE

Sleeping under bed nets.

Putting on long clothes at dusk

Staying close to a fire or sitting inside a smoky house.

Using mosquito coils

Burn mosquito repellents

Burn mosquito coils

Keeping pigs as far as possible away from where people sleep.

But note: sitting in a smoky atmosphere increases the chance of respiratory infections.

TETANUS

WHAT IS IT?

An infection with bacteria which lives in the dung of cows, buffalo, horses etc. and also in water – logged soil.

HOW COMMON?

Common amongst unimmunised people



TRANSMISSION

- People become infected when animal dung or dirt enters a wound.
- People at great risk are new born babies who have cow dung put on the umbilical cords, or
- When cow dung is used to 'purify' the mother's body after child birth or
- Cow dung is put on a wound or
- If someone falls and gets dirt in the wound and it is not properly cleaned.

PREVENTION

- Immunization especially of pregnant women.
- Avoid putting cow dung on umbilical cords or wounds
- Avoid using cow dung around the time of child birth
- Clean wounds thoroughly with plenty of water.
- Ensure any soil has been removed from any wound.

HEPATITIS (Jaundice)

WHAT IS IT?

It is an acute infectious disease, it is caused by the Virus of Infectious hepatitis. Hepatitis literally means inflammation of the liver and it may have many causes.

There are two forms of hepatitis of Jaundice (meaning yellow) which are Faecal – oral diseases. Infective hepatitis A and Hepatitis E are viral infections for which there is no Treatment.

Hepatitis B is also a viral illness but is usually more severe and can go into a long standing carrier state. This form is spread through dirty hypodermic syringes, blood transfusion and sexually.

HOW COMMON

Hepatitis A and E are very common throughout India, more during certain seasons like summer.



BEHAVIOURAL CHANGES (TO CONTROL HEPATITIS A& E.)

1. Handwashing behaviour after contact with faeces and before contact with food.
2. Promptly clearing away children's faeces and disposing them safely, then washing hands.
3. Keeping fingernails short and clean.
4. Patients are very likely to pass it on to others hence should take care of personal hygiene
5. Ensure drinking water is safe.
6. Ensure building and use of latrines.
7. Breast- feeding is best feeding and bottle - feeding puts babies at high risk of many diseases. Babies need nothing except mother's milk until they are 4-6 months old. No extra fluids nothing necessary.
 - Bottle fed babies are at increased risk of all infectious diseases especially. All diarrhoeal diseases, Dysenter, Hepatitis A&E typhoid, polio / Pinworm, cholera and Gastroenteritis.
8. Wash children's faces every morning and after eating
 - Conjunctivitis and Trachoma
9. Give lots to drink if anyone has diarrhea
10. Someone with diarrhea and a dry mouth is becoming dehydrated and needs to drink much more
11. Most diarrhea can be treated at home with ORS or home rehydration solutions (eg.rice water, young coconut, soup,etc)
12. Keep left – over food covered and thoroughly reheat (boil) before eating.
 - Food poisoning Gastroenteritis, etc



13. Never wash clothes (especially clothes soiled with faeces) close to the water source; do not wash clothes on the hand pump platform.

- All diarrhoeal diseases, Dysentery, Hepatitis A&E, Typhoid, Polio Cholera, Gastroenteritis, Food Poisoning.

KEY HYGIENE MESSAGES

Diseases in italics are those which will be avoided by acting on the messages in bold

2. **Wash both hands with a rubbing agent and plenty of water after contact with faeces.** (that means after defecation, after handling animal faeces and after clearing away children' faeces)
 - All diarrhoeal diseases, Dysentery, Hepatitis A&E, Typhoid, Polio, threadworm/ Pinworm, Cholera, Gastroenteritis, Food Poisoning.
3. **Wash both hands with a rubbing agent and plenty of water before contact with food** (that means before preparing or serving food, before eating and before feeding children)
 - All diarrhoeal diseases, Dysentery, Hepatitis A&E, Typhoid, Polio, threadworm/ Pinworm, Cholera, Gastroenteritis, Food Poisoning.
4. **Clear away small children's faeces promptly and dispose of them safely,** (put in a latrine or bury)
 - All diarrhoeal diseases, Dysentery, Hepatitis A&E Typhoid, Polio, Threadworm/Pinworm, Cholera, Gastroenteritis, Food Poisoning, Roundworm, Whipworm and Hookworm.
5. **Build sanitary Latrines**
 - All diarrhoeal diseases, Dysentery, Hepatitis A&E Typhoid, Polio, Threadworm/Pinworm, Cholera, Gastroenteritis, Food Poisoning, Roundworm, Whipworm and Hookworm and Tapeworms.
6. **Build soak pits and remove collections of back water. Keep drains running freely.**
 - Culex mosquitoes which spread filariasis/ elephantiasis
 - Reduce misery from mosquito bites at home.



WASH Institute



School Records and Registers

The long felt need for designing formats for systematic recording of all activities related to School Hygiene Promotion Programme has been recognized and fulfilled in, this part of the manual. The formats have been evolved for documentation of the programme and its impact in a holistic manner and ironing out logistic problems in implementation of the programme.

Documentation of the programme serves as a permanent record to review the progress of the School Hygiene Programme process and sustainable development of the programme in the right direction. These formats have been designed for easy handling at Project and School level.

School level Register- formats to be maintained for each school.

1. The school General information
2. Format for Monitoring Progress
3. IEC Materials - School level
4. Annual Calendar-Lessons
5. Register for School Activities

These formats are to be maintained for each school both at the school level and at the project level.

- It is essential for the School to maintain these formats in one single register for sustainability of the project. These records will guide the School Teachers and Students for smooth takeover of the hygiene promotion programme at the time of our withdrawal from the School. It will also help outsiders like government and others to get information about the infrastructure facilities available and health situation in the school.
- These records are also to be kept at project level along with the other formats for getting an overall picture at a glance of the school situation and progress achieved.

Formats to be maintained centrally at Project level for all Schools in the Project

1. Success indicators
2. Assessment Format
3. Staff Monthly Work Plan



School WASH Module

4. Register for Water Sources
5. Register of Sanitary Works
6. Register of students Committee
7. Register of PTA
8. Details of Awards
9. School Teachers Training
10. Wall Paintings
11. IEC Materials- Panchayat Level
12. Check List –To Assess Behaviors
13. Model Question for knowledge
14. Suggested Messages for Wall Paintings
15. Suggested Messages for children

General guidelines to be followed for maintenance of school Register

- One foolscap book is to be maintained at Project level for all schools
- Read the instructions given in the formats carefully before filling the formats
- Most of the answers in the formats need just ticking in the space provided
- Only in certain cases if the instructions are to the contrary, you need not tick. For e.g: in certain questions instructions have been given to answer as Existent(E) Non Existent (NE), in such cases you have to either put E or NE accordingly.

Periodical updating of Registers

- The following formats to be updated at the beginning of each year
 1. School General Information
 2. Register for Students committee
 3. Register of PTA
 4. Best awards for Schools – year
 5. Assessment details
- The other registers can be used continuously throughout the whole process of the School Hygiene Programme.



School Documentation formats

Sl.No	Index
1	School General information
2	Success Indicators
3	Assessment Format
4	Staff Monthly Work Plan
5	Annual Calendar –Lessons
6	Format for Monitoring Progress
7	Register of Water Sources
8	Register of Sanitary Works
9	Register of School Activities
10	Register of Students committee
11	Register of PTA
12	Details of Awards
13	School Teachers Training
14	Wall Painting
15	IEC Materials –Panchayat Level
16	IEC Materials- School Level
17	Check List – To Assess behaviours
18	Model Question for Knowledge
19	Suggested Messages for Wall Painting
20	Suggested Messages for Children



Assessment Format

Calculation of % of children adopting good Behaviors:

The following format can be used to find the % change in behaviors, class wise and overall as a School. The checklist given below can be asked orally to the students and they can be asked to raise their hands if they practice the particular behaviour. This can be cross- verified among the students themselves and teachers while conducting the Pre Assessment. At the time of mid term assessment and final assessment the school hygiene Educator can cross verify by observation the changes among the students.

Check List-Question to be asked for Assessment of behaviours:

1. Safe Water Handling: Students do not dip hands in pot while taking water
2. Food Hygiene: Do the students avoid eating food infested by flies
3. Hand washing: Students wash their hands with soap/ash after defecation
4. Use of latrine: Use the latrine /urinal at School
5. Sharing information at home and with friends : sharing of information at home.
6. Safe disposal of Animal Waste, Solid & liquid waste: Students created kitchen gardens/soak pits/compost pits at home.
7. Knowledge of ORS/SSS: Students have clear and correct knowledge of usage of ORS and preparation of SSS.

Count the number of students having these behaviors and note it down in the given format,



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Class	Safe Water Handling	Food Hygiene	Hand Washing	Use of Latrine	Sharing Information at home and with friends	safe disposal of Animal waste Solid & liquid waste	Knowledge of ORS/SS
class 1							
class 2							
class 3							
class 4							
class 5							
Total							
Total School strength							
Percentage							

- Percentage can be calculated using the following formulae

$$\frac{\text{Total number of students who practice good hygiene behaviors}}{\text{Total School Strength}} \times 100$$

Checklist for observation of practice of key hygiene behaviours At school:

1. Water Handling

- Water pot kept covered and in a raised position
- A ladle is used for water handling or a pot with tap fitted is used
- Students do not dip their hands while handling water especially during recess
- Senior students help the lower class students in water handling
- Water pot washed and water filled by students committee

2. Food Hygiene

- Vendors selling some sweets keep them closed either by a transparent sheet or cover
- Food kept closed at noon meal centre
- Vegetables are washed well before cooking by the noon meal staff



3. **Handwashing**

- Water is kept separately for handwashing
- Students handwash before eating /after defecation
- Soap or ash kept near toilets/urinary blocks and near handwashing place
- Nail cutting done by students regularly at home
- Noon meal staff handwash before cooking and serving food
- Senior students helping and teaching lower class students on handwashing

4. **Safe disposal of human waste:**

- All students using the urinals for urinals for urination and latrine for defecation
- A committee is functioning and is responsible for maintenance of the urinals/latrines in the school
- Good cooperation from teachers on following up of usage and maintenance
- If there are no urinals/latrines, a simple trench latrine can be made and used

5. **Safe disposal of solid waste:**

- School surroundings are clean
- A dust pit exists for disposing solid waste
- Students throwing all solid waste including the waste during lunch hours in the dust pits.

6. **Safe disposal of waste water:**

- No waste water stagnation inside school campus
- Kitchen garden/soak pit created to avoid waste water stagnation
- Committee responsible for maintenance of the garden
- Output of the kitchen garden used for students nutrition

7. **Treatment Behaviours:**

- Good and correct knowledge on preparation of SSS
- Availability of ORS packet at school

8. **F Chart;**

- Knowing and identifying the routes of transmission of faeces



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At Household:

- Child first practicing the key behaviours with the parents confirming it
- Motivated the parents to handle water hygienically by keeping the pot in a raised position and using a ladle for the same
- Motivated parents to handwash before cooking, serving, after eating, after defecation, before feeding children
- Created a kitchen garden/soak pit at house to prevent waste water stagnation
- Prepared and given SSS/ORS when needed at home and neighbourhood
- Knowledge of parents on preparation of SSS/ORS
- Knowledge of parents on faecal oral transmission of diseases.

Contents of Wall Paintings

Pictures:

1. Picture of F chart
2. Steps in Using a Latrine (Especially on Latrine Walls)
3. Hand washing – picture of critical times (At Water points inside a sanitary Block and near School)
4. Water Handling – Good Practices (Near water Containers)
5. Key food hygiene behaviours
6. Kitchen garden or Soak pit- for safe disposal of liquid waste
7. Compost pit or dust pit – for safe disposal of animal waste or solid waste
8. Pictures of preparing ORS/SSS types of HMF

Messages:

1. Use a sanitary latrine for defecation
2. Wash Hand thoroughly with soap or other cleaning agent after defecation
3. Wash Hands thoroughly with soap or other cleaning agents before taking or handling food
4. Do not dip your hands in drinking water- use a ladle to take water
5. Keep water containers and food articles always covered



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6. Do not allow water to stagnate- divert it to kitchen garden or soak pit
7. Collect all solid and animal wastes in a compost or dust pit
8. Follow all good practices and help others to know them and adopt them
9. School and village sanitation is our responsibility let us keep them clean
10. Share your knowledge with others.

Resolutions and Reminders:

During School:

1. This is my school , I will help to keep it clean
2. I will wash my hands before taking my food
3. I will use the school latrine and keep it clean after usage
4. I will help younger children to wash hands before food
5. I will assist younger children to use a latrine
6. I will participation in all works of the students committee
7. I will not throw wastes like paper everywhere. I will use the dust pit to collect waste
8. I will handle water hygienically using the tap or ladle and help the younger children
9. I will only use the urinal block for urination and not use outside places for urination
10. I will follow all the lessons learnt at all times.

After School (Before Students leaving school)

1. I will practice the key behaviour learnt at home and be a role model
2. I will my help mother or elders to home to keep the water and food containers covered and handle water safely
3. I will share the information and experience I learnt at School and encourage my parents to build latrine
4. I will remind all in my family to use a latrine for defecation or to cover the faeces with soil



School WASH Module

5. I will demonstrate to my parents and neighbours the usage and preparation of ORS/SSS
6. I will educate, encourage and remind my parents to handwash at critical times
7. I , with others at home , will create kitchen gardens near water sources and at places where water stagnates
8. I will encourage my parents to create and use a compost pit for safe disposal of solid and animal waste
9. Whenever there is an incidence of diarrhea at home or in the neighbourhood I will help in rehydration and report to school teacher or the health worker
10. I will act a responsible communicator and give hygiene messages to family members and neighbourhood and present their water and sanitation related difficulties and problems to the school authorities for necessary guidance.
