Sports for WASH
A School-Level Training Kit

Sports for WASH (S4W)
Behaviour & Attitude Change for Sanitation and Hygiene
Enabling the Children

Rain
Rainwater belongs to everyone
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RAIN Foundation takes great pleasure in publishing this training kit for primary school WASH behavior development through sports and games. The kit has been developed through participation of a wide range of actors. Our appreciation goes out to all individuals, schools and institutions who contributed to this manual and who have been in touch with us during the whole process of preparing the Kit. We would like to specifically thank Development Expert Center (DEC), Strategic Connections and GUAVA stories for their contribution to this training kit.

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Title

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1. BACKGROUND AND INTRODUCTION

1.1 RAIN FOUNDATION

RAIN is an international network working with the aim to increase access to water for vulnerable sections of society in developing countries - women and children in particular - by collecting and storing rainwater. RAIN is flexible, transparent and innovative foundation.

RAIN aims to motivate and help as many people as possible to get appropriate rainwater harvesting methods in a sustainable and effective way, whether the water is for domestic, productive or environmental purposes. The focus is on making the concept and practice of rainwater harvesting (RWH) familiar to people in areas that lack sufficient and safe water sources.

RAIN joins forces with as many parties as possible. As an international network, the foundation supports many donors, NGOs, companies, governments and individuals to have a clear and positive impact on the world in which we live and work. RAIN offers three services:

1. **RAIN Advice**: we provide concrete advice on all elements of rainwater harvesting programs and projects. No need for you to reinvent the wheel!
2. **RAIN Intelligence or Knowledge**: we will tell you everything you want and need to know about rainwater harvesting. And while we are at it, you can share your experiences with us. Work with us to spread the knowledge!
3. **RAIN Implementation**: come and work with RAIN on rainwater harvesting and bring about real change on the ground. Together, we can develop and manage programs and projects.

1.2 ABOUT THIS TRAINING KIT

This training kit encompasses main items of school based sanitation and hygiene practices, behavior and adolescent sexual and reproductive health. The main aim of the kit is to utilize games, sports and various other activities and exercises as a medium to transfer behavioral, social and environmental best practices around WASH, to effectively influence behavioral change, including adoption of appropriate WASH technologies.

The training kit, targets and can be used by school sport or science teachers, school WASH clubs, school WASH ambassadors or champions, peer educators, as well as (local) government education and sport officials. The games, exercises and activities addressed a number of subjects including hand washing, safe excreta disposal/toilet use, personal hygiene, safe drinking water, and nutrition.

The compilation draws from a number of existing materials, especially from UNICEF, WaterAid, Utrecht University School of Governance in collaboration with the Royal Dutch Football Association, the USAID (Water and Sanitation Program), IRC, and Tearfund.

The training kit is a living document and will benefit from continued improvements generated from operationalization of the same. Different elements of the kit (names, materials, pictures etc.) should be adapted as far as possible to different contexts so as to remain relevant.
2.  DETAILED GAMES, EXERCISES AND ACTIVITIES

2.1  HAND WASHING

Teaching children germ theory – the science of how germs move from one person to the next – can be very technical (or even boring). The reasons a child will remember to wash her or his hands with soap are unlikely to be about health. Finding these reasons, whatever they might be, is an important step towards changing hand washing behavior.

Finding creative and different age-appropriate ways to explain the importance of hand washing with soap can also be effective. Playing games, performing theatre, creating songs, rhymes and chants all help children to learn while having fun. The section below presents some of such games and exercises.

2.2  GLITTER HANDS

Introduction

The glitter hands game is played to train children how to wash their hands properly. Some children only rinse their hands quickly under water, if they wash at all. But hands should be scrubbed with an antibacterial soap for at least 15 to 20 seconds, as recommended by CDC and UNICEF. Sprinkle glitter on the children's hands and challenge them off to wash the glitter with soap and water. Because glitter is naturally sticky, it will take up to 30 seconds to scrub the glitter away.

Materials: Glitters, Soap and Water

How to Play

Step 1: Sprinkle the glitters on the hands of the children.

Step 2: Explain that germs are like glitters and will stick to the hands and are not easily cleaned out.

Step 3: Have the children play the game of catch and hence spread the glitters as germs would spread.
Step 4: Have the children wash their hands with soap until all the glitters are removed. This will take about 30 seconds.

Step 5: Indicate that children should scrub off germs like they did the glitter each time that they wash

2.2.1 BLUE HYGIENE GAME

Introduction
The blue hand game helps children learn how quickly germs can spread if you don’t wash your hands.

Materials: a football, blue powder paint or flour.

How to Play

Step 1: One child is chosen to cover her/his hands in ash, chalk powder, charcoal, paint or flour. The children then play a game of catch.

Step 2: After playing ask the children to hold up their hands if they have any blue powder on them.

Step 4: Ask them to imagine that the blue powder is germs – what has happened to the germs that were on the first person’s hands? How could they have got rid of the germs to prevent it from spreading to others?

A variant of the game is as follow:

Step 1: Cover the palms of one child’s hands in ash, charcoal or chalk dust.

Step 2: Ask children to stand in a long line. The child with the ‘dirty hands’ shakes the first child’s hand and then asks that child to shake the hand of the next child. Continue shaking hands down the line.

Step 3: identify how many children have the ash/charcoal/chalk dust on their hands - even the smallest speck counts. Explain that this is what happens when we forget to wash our hands with soap after going to the latrine.
Step 4: Discuss how we could stop this from happening (ask for suggestions). Ask the first child with the ‘dirty hands’ to wash them with soap and hold them up for all to see. The ‘dirt’ has now gone.

### 2.2.2 HOT POTATO WITH SOAP

**Introduction**

Hot potato is an old favorite with kids. Use a bar of soap as the hot potato and it’s a fun way to teach kids about hand washing. They will also improve their motor skills and develop social skills from playing this game. As part of the preparation, make sure you have hand washing facilities that are appropriate for the children’s age. You will also need some music that children love. Set up the music player where it is easy to turn on and off and the children can hear it. The game is applicable for children of ages 2 – 10 years. The exercise lasts about 10 minutes, but will last longer if you play with more children.

**Materials**

- Soap, running water and hand washing facilities which are appropriate for the children’s age.
- Music that’s appropriate for children and a music player.

**How to Play**

**Step 1:** Ask the children to stand in a circle. Show them the bar of soap and tell them it’s a hot potato- it’s great to eat but can burn their hands if they hold onto it for too long.

**Step 2:** If the children are not familiar with hot potato, start by explaining the game.

- The idea of the game is to throw the hot potato around until it cools down enough to eat. Tell them that because this is soap and not a real potato they won’t be eating it. Instead, when it cools down enough they will use it to wash their hands.

- While the music is playing they need to catch the hot potato when it is thrown to them, and then throw it to the next child as quickly as possible so that they don’t get burnt.

- When the music stops, they should stop throwing the hot potato soap. The child who is holding it gets burnt. They are out and leave the circle for the rest of the game. The other children continue playing.
Step 3: When you have explained the game, give one child the bar of soap and turn the music on. They should throw the potato to the next child when the music starts. When the hot potato has passed between several children’s hands, turn the music off.

Step 4: Tell the child that is holding the potato that s/he is out and ask to leave the circle and watch for the rest of the game. Also inform them that the last child will wash her/his hand first as a prize for playing well. Continue turning the music on and off until there is only one child remaining in the circle.

Step 5: Tell the other children that they will also get to wash their hands, after the winner. You could line them up at the sink in order of when they got out of the game.

Step 6: Take the children to the hand washing facilities and help them wash their hands according to the correct hand washing technique. Sing hand washing songs with the children while they are washing to make this activity more fun.

2.2.3 MAKING A PLASTIC TIPPY-TAP

Introduction
Lack of access to both piped water supply and soap is a barrier to hand washing. Various smart hand washing devices, made with commonly available materials, have been developed to overcome this problem. The tippy tap is an example of these devices. Tippy taps are cans or plastic bottles that release a small amount of water just enough for a clean hand wash each time they are tipped.

Life Skills goal: The players need to develop hand washing skills. Therefore access to water and soap is needed. The teacher ensures this is available at the training session by making a tippy tap. Besides, the teacher shows his attitude towards the importance of properly hand washing, by making these devices. This positively affects the attitude of the player

Materials:
- A plastic bottle with a screw-on cap (e.g. plastic soda bottles)
- The inside tube from a ball-point pen or hollow tube
- Matches
- Nail
- Candle
- String

How to Play

Step 1: Clean the bottle.

Step 2: Using a heated piece of nail/wire, make a small hole in the lower part of the bottle.
Step 3: Remove and clean the inside tube from a ball-point pen. Cut it off at an angle. Push it through the hole in the bottle. The tube should fit tightly.

Step 4: Fill the bottle with water and replace the cap. When the cap is tight, no water should flow through the tube. When the cap is loose, water should flow out in a steady stream. When you are sure that it works, hang it or place it on a shelf where people can use it for hand washing. Keep soap nearby, or thread a bar of soap with string and tie it to the bottle.

Step 5: To use the tippy-tap: Loosen the cap just enough to let water flow. Wet your hands, add soap, and rub your hands together under the water until they are clean. In order to show players his attitude towards hand washing the teacher explains them why he made the tippy-tap. It is even possible, that older players assist the teacher in making tippy-taps for younger players or places in the community.

The teacher starts a discussion by using the following questions:
- Why is regular hand washing so important?
- Which are easier to obtain here - an empty plastic container or a gourd with long curved neck? Could we find a suitable container and make another one?
- Have we seen a tippy tap or leaky gourd in use? What are the advantages of using them rather than using a bowl of water?
- Would people be likely to steal a tippy tap? Where could they be hung up?
- How could we collect and use the waste water?

2.2.4 BLUE HAND GAME

Introduction
This game teaches the players in a very graphic way how easily and quickly germs spread. In this game, a leather football rubbed with blue chalk will be passed around. After a little while, everyone ends up with blue ‘germy’ hands.

Life Skills goal: Players will gain awareness about the transmission of germs. They recognize that germs are not visible and obvious but are very dangerous. The players create a negative attitude towards germ, because they want to wash off the blue chalk.

How to Play

Step 1: The teacher rubs a leather football with blue chalk.

Step 2: The teacher announces the players to form a circle and to pass the ball around.

Step 3: All team members end up with blue hands full of ‘germs’.
Step 4: The teacher facilitates a discussion about the transmission of germs, which are normally not visible, like the blue chalk.

The following questions can be a good starting point:

- How could we explain the idea of microbes? Is this a term that people understand? Is there a better word we could use?
- How can we know if our hands are covered with microbes?
- Discuss how people usually wash hands here. How could this be improved?
- Most cultures have very good ways of ensuring that hands are kept clean. What practices do we use in our own culture? What could stop these practices from being used?
- Can we think a simple role-play to show the importance of washing hands?

2.2.5 RELAY RACE

Explanation
This game teaches the players skills in proper hand washing. They will learn that it is more important to wash well, than to wash fast. Besides they learn to monitor and correct each other in a respectful way on hand washing behavior.

Life Skills goal: The players become aware of the importance of washing hands correctly and how to practice it. They become able to communicate respectfully to those not washing hands safely.

How to Play

Step 1: The teacher divides the group of players into two teams. They have to form a queue on one side of the field. On the other side of the field the teacher places two buckets with clean water, soap and dry (paper) towels.

Step 2: The teacher explains to the players that this is a relay race. The players have to go to the other side of the field while they have the football on their feet. Then they have to
wash their hands and have to go back. When they are back, they tick the next player who is in line. This player will be next.

Step 3: The players play the game. The teacher is monitoring at the buckets how the players wash their hands. Probably, the players will wash their hands in a hurry to be back in time. Therefore they do not wash their hands properly. The teacher explains that one team, the winner, was faster, but they are no winners because they did not wash their hands in a correct way.

Step 4: The game will be played again. The teacher explains a team is only a winner when all players wash their hands correctly. This means the players have to be sooner in crossing the field with the ball. The teacher will monitor at the buckets if players practice hand washing correctly, if not he calls the player back.

Step 5: The game can be expanded by making the players the ‘monitoring agent’. In the next rounds every time one of the players will stand beside the buckets to check if his team mates is washing hands properly. The teacher sees if the hand washing agents properly correct the players.

Step 6: The team that is finished first while washing hands correctly are the winners. The teacher will explain why and tells the players also correct each other off the field.

2.2.6 THE GET BUBBLY GAME

Introduction

The objective of this game is to become the ‘Bubbly’ (the leader of the game) by always making the motion of washing your hands before preparing or eating food, and after going to the toilet (loo). This allows players to advance and take the place of the Bubbly.

Life Skills goal: The players learn in a fun way the critical times of washing hands. They are rewarded for ‘good hand washing behavior by becoming the Bubbly. They are willing to reflect on their own hand washing behavior and to change their attitude towards the importance of hand washing.

How to Play

Players advance forward and tag the Bubbly (or to cross a line that the Bubbly is standing behind) by doing the motion of washing their hands with soap and water at the right instance.

Step 1: The teacher explains the game and announces he will be first the ‘Bubbly’ (the leader of the game). The Bubbly faces a group of kids standing about 15 feet away. The Bubbly says various commands. For example: ‘Make scrambled eggs!'

Step 2: The players respond by doing the motion of washing their hands (1. putting their fingers together in the shape of a bar of soap; 2. scrubbing their hands) and then by doing the motion of
‘stirring an egg in a pan’.

Step 3: The next command can be: ‘Eat your salad!’ The players respond by doing the motion of washing their hands (see above) and then by doing the motion of ‘bringing food to their mouths’.

Step 4: ‘Go to the loo!’ players respond by ‘squatting down’ and then doing the motion of washing their hands.

- Each player who does both actions for each command and in the right order gets to advance one step.
- Each player who fails to do both motions or does them in the wrong order stays in the same place.
- Some players will forget to ‘wash their hands’ and some will forget to wash BEFORE food and AFTER loo, which adds to the fun.
- The first player to tag the Bubbly and shout, ‘CLEAN HANDS!’ gets to be the Bubbly for the next round.
- Note: local foods and symbolic actions to prepare the foods should be used

2.3 SAFE EXCRETA DISPOSAL

Safe disposal of excreta (feces and urine) creates a barrier against the spread of diarrheal disease. For this reason, everyone should always use a latrine or toilet. Teaching children the basic facts about pit latrines may lead them – and their families – to use one. Different communities hold superstitious beliefs about latrine use and practices, where these beliefs affect children, it is important to dispel any resulting fears. Open defecation is not safe excreta disposal.

As well as learning how to use a latrine children should know that:
- It is wrong to defecate in the open – always use a latrine or dedicated area.
- Disposing of feces properly reduces the risk of disease.
- Latrines must be kept clean.

2.3.1 DISGUSTING WATER

Introduction
Awareness campaigns are mostly not enough to change people’s behavior. How can we support total behavior change? This tool will help the teacher to support total behavior change.

Life Skills goal: by going through these exercise, players not only realize they are consuming feces, they also start ‘feeling’ some very strong emotions, like disgust and shame. These are strong motivators for changing behavior. Players will change their attitude towards unsafe water.
Materials:

- Glass of drinking water from the normal school supply,
- Animal/human poo,
- A twig, and human hair

How to Play

Step 1: After the training session the teacher says to his players: ‘I’m thirsty... excuse me’. He pours a glass of water from a bottle and drinks it down. The teacher says in a dramatic way: ‘The blessing of fresh water, there’s nothing like it.’

![Image of teacher pouring water and children drinking](image)

Step 2: The teacher takes a hair from his head and show it to the players. He asks them if they can see it. They can’t see it unless they are very close to the teacher.

Step 3: The teacher uses the hair to touch feces with it and put it in the water.

Step 4: The teacher offers the glass to the group: ‘Anyone, care for a drink?’

Step 5: Usually people are not willing. The teacher ensures that nobody drinks this water. Then, he asks why he/she refused to drink.

Step 6: The discussion will end with: No one wants to consume their own feces, and certainly not anyone else’s!

A variant of the above game is as follows:

Step 1: Ask for a glass of water from the normal school supply that has been treated. Ask a child to take a quick drink from the glass (a sip, not the whole glass!).

Step 2: Using a twig, touch the feces and put the same end in the glass of water. Once again give the glass of water to the same child. Ask the child to take a drink – usually they will not! Ask why not.

Step 3: Refer children back to the work they did about open defecation and diarrhea. Explain how water can easily become ‘dirty’. Once the poo is in the water it is invisible— it is there but not seen.
Step 4: Show the children the picture of a glass with feces in it. If we could see the poo this easily, would you drink the water? NO! Agree that we must always try to get our drinking water from a reliable place and treat it before we drink it.

2.3.2 DRAWING THE F-DIAGRAM

Introduction
This exercise helps the players to learn the routes of disease transmission by making the F-diagram, which exists out of the six F’s: feces, fingers, food, fluids (water), flies and fields.

Life Skills goals: Players can describe transmission routes for diarrheal disease. They appreciate the importance of hand washing and other practices to prevent transmission of diarrheal diseases, critical times for hand washing, and communicate effectively to others about preventing diarrheal diseases.

How to Play

Step 1: The teacher helps the players to draw the F-diagram. He first asks a team member to draw a picture of a child with worms and to place this on the left-hand side of the blackboard or on the ground on the left-hand side in a circle of standing or sitting children.

Step 2: The teacher asks another child to draw a picture of a healthy child and place this next to the first one, and then asks how the worms can travel from the child, with worms, to the healthy child.

Step 3: The teacher asks players to draw a picture of each travel mode, or to write the word on a card, slip of paper, or slate and place the pictures or cards between the pictures of the children.

Step 4: The teacher asks the other children to introduce transmission lines, using, for example, twigs or twine, until the diagram is completed.

Step 5: The teacher checks the work to see that all risky practices and connections are included, and then asks the children to describe these transmission routes and discuss how transmission can be prevented.

The teacher then helps to compare the results in plenary and makes corrections or additions as needed. The activity can also be used to add local words, match them with terms in the official language, and play card placing games to develop language skills.
### 2.3.3 POOPING IN THE BOTTLE

**Introduction**

The aim of this game is to raise awareness in the proper use of toilet. This exercise is suitable for children aged six years and above.

*Life skills goal:* Safeguard cleanliness development and dignity by ensuring that all poop goes into the latrine, which is represented by the hole in the bottle. The poop is represented by the nail hanging on the rope.

**Materials:** Bottles, ropes, nails, stopwatch

**Rules and progression:** The teacher calls two groups forward. One player of each group puts a rope around him with a nail hanging at the end of it (Don't make the rope too long!). The two players stand in front of their bottle. When the teacher gives them the go, they try and put the nail in the bottle by standing in a squat position. They have to look through their open legs to see the nail and the bottle. The other member of the group encourages their fellow player. The player who gets his nail (poop) in the bottle first has won.

**Variety:** The player who managed to put his nail in the bottle most times within a timeframe of 2 minutes has won.

At the end of the game, the kids can be asked to do a presentation about what they have learned and how they can practice it within their own community.

### 2.3.4 HAPPY CHILD AND SAD CHILD

**Introduction**

The aim of this game is to help children identify causes of ill health and practices that will promote good health. It uses pictures of two children, a healthy one and a sick one, to help children see the differences between healthy behavior and practices and those that cause illness.

- For younger children, use ‘happy’ child (healthy) and ‘sad’ child (unhealthy). For younger children, it is a good idea to work through the pictures together. Older children will be able to do it independently or in small groups.
- The teacher may use all the cards or split them into sets depending on the message or behavior and the age of the children.
How to Play

Step 1: Show two pictures to the children, one of a healthy (happy) child, the other an unhealthy (sad) child.

Step 2: Split the children into groups. Give each group a set of randomly selected cards/pictures that depict hygienic (e.g. using toilets, hand washing after use of toilets etc.) and non-hygienic behavior (e.g. open defecation, drawing and drinking water from dirty places).

Step 3: Ask them to make two piles. One, that helps a child to stay healthy (happy) and one with things that make a child unhealthy (sad). Let the children talk about the cards as they work together.

Step 4: Ask each group to share their card piles by placing cards either below the healthy or unhealthy child.

Step 5: Discuss the following questions: Why did they make the decision about each card? Does everyone agree? Help the class to reach a consensus and clarify any wrong ideas.

2.4 FEELING GOOD ABOUT USING LATRINES

2.5 Introduction

The objective of this exercise is to introduce children to the school latrines and overcome any fears about using it. The exercise is best done when children first come to school or when the school first opens. The same may be adapted to suit the needs of different children and local beliefs, and maybe have separate girls’ and boys’ groups.

The idea is to share ideas while respecting feelings of participants during the activity. The teacher should avoid reinforcing negative or frightening beliefs; however, one should not make children feel stupid for having such beliefs. Always work with them to think of ways to minimize the fear, and concentrate on the positive aspects of using latrines.
Activity Description

Step 1: Point to the latrine (or show a picture) and ask “What is this? What is it used for?” Explain that a latrine is a safe place to get rid of our poo.

Step 2: Ask each child to draw a picture (or write a sentence/word) to show how she or he feels about using a latrine (good feelings or bad feelings). They do not need to show anyone else their work while they are doing this.

Step 3: Collect the work in one pile and shuffle it. Without identifying the owner, show each picture to the group and ask “What do you see? What is this picture/sentence/word about?” The group may or may not see what the owner intended (but this does not matter).

Step 4: Work through all the papers, talking about each one. Respect the views of the children and try to dispel fears. Put each one on the ground/table. Then ask children to group these into similar ideas (e.g., fears and likes).

Step 5: In small groups (boys and girls separately) visit the latrines. Dispel their fears. Show children how to use the latrines. Make sure the latrines are clean! Agree on three good things about the latrines and repeat these often to the children.

2.6 PERSONAL HYGIENE

Children need constant reminders and encouragement to practice good hygiene behavior. What they learn now can last a lifetime. In addition to washing their hands with soap, children should regularly clean their teeth and clip their fingernails and toenails. Older girls also need support in learning skills for menstrual hygiene management. All children should learn how to:

- Keep their fingernails and toenails short and clean.
- Brush their teeth every day.
- Keep their hair clean, combed and tied back to prevent infection with lice or mites (which cause scabies).
2.7 GERM SHARING

Introduction
This handshake activity shows players how germs are spread and can lead to disease.

Life Skills goal: the players become aware of the relation between bad hygiene practices and the transmission of WASH-related diseases. They are willing to prevent the spread of diseases by specifying which behavior is needed to transmission.

How to Play

Step 1: The teacher thinks of several ailments, such as the flu, colds, pink eye, strep throat and bronchitis. Before the game, the teacher assigns each ailment with a number.

Step 2: The teacher has also some numbers represent good hand washing, keeping hands out of the mouth, not sharing drinks and other ideas for preventing the spread of germs. The teacher writes the numbers he has chosen to represent the diseases and tips, on several slips of paper, one number on each slip.

Step 3: The teacher assigns each child a number - the children shouldn’t know which ailment he or she has been assigned - and give the children a slip of paper with his or her number on it.

Step 4: For a predetermined amount of time, the players are allowed to walk around and shake hands with as many team players as they can. When they shake hands, they should exchange numbers.

Step 5: At the end of the predetermined time, the teacher looks at the numbers each player is holding and tells each player if he or she is sick or if the children have been saved by following a good sanitation tip. The infected children should sit down, and the play should continue until one healthy winner remains.
2.7.1  THE MOSQUITO GAME

Introduction
This game warns of the dangers of malaria. This is a killer disease, carried by mosquitoes. A mosquito is an insect that lives of human and animal blood. Mosquitoes often gather around pools of stagnant (still), dirty water. As it takes the blood it can also transfer malaria from another victim. In this way the disease can be spread very quickly.

*Life Skills goal:* the players become aware of the risks of stagnant dirty water. They learn how a disease such as malaria can be transmitted.

How to Play
This game should be played in an area with lots of space for running, ideally the school hall or playground.

Step 1: The teacher announces which player is the 'Mosquito'.

Step 2: The mosquito tries to catch other players as they try to run away. When a child is caught they are out!

Step 3: The teacher facilitates a discussion about the idea behind this game with the players. What happens when you are caught by a mosquito?

Step 4: The teacher asks the players what are the various risks and implications for health when mosquitoes breed in water in empty cans, drums, etc. and spread dengue.

2.7.2  TAKE A HANDS HOLIDAY!

Introduction
Germs are everywhere. Each time we touch something, we can spread germs or pickup new germs. This exercise makes the players aware of the times that they can pick up germs in daily life.

*Life Skills goal:* the players become aware of the moments that germs can be spread. They will change their attitude towards hand washing with soap and understand its importance.
How to Play

Step 1: At the end of the training session, the teacher announces the players send their hands on a holiday for the rest of the day. The players have to avoid touching anything with their hands. They should use their hips to push and open a door and move a book aside with their elbows.

Step 2: The teacher asks the players to take note of the things they could not avoid contacting with your hands. These are some of the places where germs gather. Vigorously washing hands with soap and water frequently throughout the day can help wash these germs away.

2.7.3 GERMS ARE MOBILE

Materials: Scissors, glue, paper punch, string, 2 wire hangers, crayons and white cardstock paper.

How to play

- Have children draw pictures of germs on cardstock and color them—about 16.
- Label types of common germs on the bottom e.g. coli, flu, Shigella, Crypto, Staph, Listeria and Salmonella,
- Cut out the germs, glue 2 back-to back (for all of them), for a total of 8 2-sided germs.
- Put one hanger inside the other crosswise, and then twist together at the top.
- Punch a hole in the top of each germ pair and tie on a string.
- Tie on the germs spaced out along the hangers at different lengths.
- Talk about the different germs, and then hang up at a visual reminder. Hang near the sink if possible.
2.8 SAFE DRINKING WATER

School children and teachers need a water supply that is safe, accessible and of sufficient quantity for drinking, food preparation and personal hygiene. In all cases, all water in schools should be safe to drink. Children should learn to:

- Always use water from a reliable source.
- Never assume water is safe to drink – always treat it.
- Collect, carry, store and use drinking water properly.
- Stay safe near water – dirty, contaminated water can harm you and your health.

2.8.1 I PROTECT MY WATER!

Introduction
This game makes the players aware of the importance of water protection and how to avoid water contamination. The teams try to defend their own bottles with water and to shoot the water bottles of the other teams with the ball.

*Life Skills goal:* the players grasp the possible sources of contamination if water is not stored safely. They are stimulated to put energy in protecting water and storing water safely.

How to Play
Step 1: Six empty bottles (plastic is preferable) a vessel of water are needed for this game. The teacher guides the players to a water source nearby and sees the players collect water safely.

Step 2: Selects 5 teams of 2 players. At any time 3 teams are playing and 2 teams are waiting.

Step 3: The play area should be about the size of half a football field. Every team has two bottles (with a space between the bottles of 30 centimeters) in the field that they need to defend. The game starts with one ball; this can be expanded by another one.

Step 4: Teams score by shooting a bottle of another team. When a player shoots the ball directly out of the field is off and should switch with a waiting team.

Step 5: When a bottle of one of the teams is shot down, this team is out of the game. The first waiting team in line comes into the game. They first have to fill the bottle with a vessel.
Step 6: The teams waiting at the sideline are responsible to keep an eye on when it is their turn. To vary, the teacher can organize a competition between 3 teams. Which team scores the most within 3 minutes?

Step 8: After playing the game the teacher discusses the idea behind the game. Water is essential for life and should be treated correctly. After water is collected, it is important to store water safely.

2.8.2 THE DRIBBLE GAME

Introduction
To prevent the incidence of disease it is important that hygienic practices should be adopted. Different hygiene practices can break the transmission route of germs from excreta (feces). This game shows these barriers (safe water sources, safe sanitation, safe water storage, food hygiene and hand washing).

Life Skills goal: Players learn how hygiene practices can stop the transmission of diseases. They will be more likely to practice these behaviors.

How to Play

A dribbler with the ball at the foot tries to dribble through the cones and to score into the empty goal. The keepers at the cones try to grab the ball with their hands when it is close to their ‘territory’.

Step 1: For this game ten footballers are needed. The teacher selects two teams: five dribblers and five keepers who have to stay in touch with their cone (either with their hands or feet). The keepers are not allowed to lose contact with their cone.

Step 2: The teacher organizes the field (five balls and five cones are needed):

Step 3: The dribbling agents start dribbling simultaneously. They all begin at the start line.

Step 4: A dribbler, scores one point when he dribbles and passes the ball into the empty goal - without being taken away by one of the keepers. After scoring the dribbler picks up the ball with his hand and runs along the line back to the starting line.
Step 5: When the keeper takes away the ball of the dribbler, the ball returns to the starting point and the keepers earn one point.

Step 6: When the keepers earn eight points, the teams change positions.

Step 7: When the game is over, the teacher facilitates a discussion about the game.

Further explanation: The dribblers in this game represent infected people which are carrying germs along. The ball can be seen as germs. Before a new host is infected (scoring in the empty goal) different barriers can stop this transmission. The keepers at the cones represent these barriers. The first two keepers are the primary barriers: safe sanitation and safe water sources. The three other keepers can be seen as secondary barriers: hand washing, food hygiene and safe water storage. These barriers can take the germs away by grabbing the ball. After this explanation the footballers play the game again.

2.8.3 SPACE AND THE SPREAD OF DISEASE

Introduction

This game makes clear in a visual way how germs and diseases are spread and what are the consequences of it.

Life Skills goal: The players become aware of the risks of open defecation and learn to critically reflect on this practice. They gain basic knowledge of how fast and how these diseases are transmitted.

How to Play

Step 1: The teacher divides the groups into three (according to the size of the group). S/he then gives each group a newspaper sheet. Each group selects a leader who places the newspaper on the floor.

Step 2: After the teacher starts clapping, the players 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 again places it on the floor. The whole group has to stand on the folded paper. Again after clapping starts, players run and after clapping stops, the paper is folded twice, and the whole group has to again stand on the folded paper.
Step 3: The teacher tells the group to do this again twice 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.

Step 4: Finally the teacher explains that the newspaper can represent a piece of land around the village where people openly defecate. As the available space (represented by the newspaper) becomes smaller so does the threat of spreading faecal germs and diseases.

### 2.8.4 WATER CONTAINERS/ WATER STORAGE

**Introduction**

The aim of this game is to demonstrate the importance of water preservation, as well as to show how it is important to collect and carry water safely.

**Description of Activity**

**Step 1:** Arrange different water containers (or pictures of the same) on the ground.

**Step 2:** Ask the children to run and stand beside the water container that most resembles the one they (or their family/household) normally use to collect and store drinking water in.

**Step 3:** Ask the children to imagine running a race with the container full of water. What would happen? How much water do they think would be left in the container for example, if using a Jerican, or if the lid is loose on a bucket? What else might happen to the bucket of water? Things might drop into it, dirty hands might come in to contact with the water.

**Step 4:** Back in the classroom use the picture set to agree on the best way to collect and carry water safely. The criteria should include: a clean container with a cover.

### 2.8.5 SAFE WATER SOURCES

**Introduction**

This exercise will try to make sure children can identify where they should try to collect drinking water. Since reliable water sources will differ from situation to situation, it’s important to adapt this activity to suit the local situation.
Description of Activity

Revisit the F-diagram used in the ‘Safe Excreta Disposal’ theme: remind children how poo can easily get into our drinking-water supply, and therefore it is important that we only collect water from a reliable source and that we treat it before drinking.

Step 1: How do we know our water source is reliable: give children the pictures of possible (good and bad) water sources in random order.

Step 2: Ask them to sort them into ‘reliable’ (trusted) and ‘unreliable’ (not trusted) sources. Allow time for talking about each picture and decision.

Step 3: Ask the children to explain their decisions. Talk about each one, either they said it is correct or not and why. Build on this knowledge by asking for other examples of dirty water.

Step 4: What is the situation here? In the school? In the wider community? Draw a map of the different sources and type, or add to the one made about open defecation (theme one)

Step 5: Involve children in making an information poster for their school/community about reliable and unreliable sources in their community/situation.

2.9 NUTRITION AND FOOD HYGIENE

2.9.1 ‘MAD BISCUITS’

Introduction
This game helps the players understand the importance of safe food protection and handling. They recognize that germs are not visible and obvious but are very dangerous.

*Life Skills goal:* the players can explain what may happen when eating contaminated food; older team members can mention diseases. The players can give examples of avoiding risky food/eating safe food at school and at home.
How to play

Step 1: The teacher tells a story about food vendors such as the one from East Africa below. He asks them to listen carefully as they will get some questions at the end.

"On a dusty afternoon Abebe, a flamboyant biscuits vendor stood under a shaded bamboo tree. ‘Biscuits!’ He crooned, ‘buy Abebe’s sweet, sweet Biscuits!!’ He was an eye-catching figure wearing flared, polka dotted trousers, large, dark sunglasses and a bright red scarf tied around his neck. For some unknown reason he had a sheen of sweat on his brow and every once in a while this would accumulate into a droplet which he would casually brush away with his fingertips. The biscuits’ stood before him in a high pile. They were smooth, round, golden brown pancakes which had attracted the attention of numerous flies that swarmed madly and energetically around them. A family passed by with a mother, father and two little girls.

‘Buy me a biscuits, mama; said the older girl, ‘I’m hungry’. ‘We are almost home.’ responded mother gently, wait until we reach home. ‘Why do you refuse her food?’ asked the father. In fact I too will have one.’

Mother looked doubtfully at Abebe who suddenly turned around and disappeared into a latrine on the other side of the bamboo tree. After a while he reappeared, wiping sweat from across his brow and hastily explained he had a problem with his tummy. Clutching two large biscuits at the top of the pile he handed them to the father and daughter. The family walk away happily, two of them eating the biscuits."

Step 2: The teacher asks the players to describe the choices made by Abebe in handling the food. What would they have done in the same situation?

Step 3: The teacher makes copies of the story, dictates it or asks the children to write it down from memory. The teacher ask the players to write an end for the story in not more than ten lines imagining what may have happened after the father and daughter ate the biscuits.

Step 4: The teacher invites the children to share up the ending of their stories in the group. He facilitates a discussion about food vending near the school. Is this food always safe? If not, why not? What can happen? What can be done?
2.9.2 ‘DRAW A LINE’

Introduction
This game encourages the players to think about their attitude towards food hygiene. The teacher provides different statements about food hygiene.

*Life Skills goal*: players learn to formulate and explain their opinions to others on food hygiene. They expand their knowledge about food hygiene by sharing opinions and information. They are willing to practice good food hygiene behavior.

How to play

Step 1: The teacher draws a line on the ground. One end of the line represents strong agreement with the statement and the other end represents strong disagreement.

Step 2: The teacher makes a statement about food hygiene, for example: ‘We cannot avoid eating contaminated food.’

Step 3: Players are asked to stand in the line that represents their point of view.

Step 4: The teacher then divides the line into two segments with an equal number of players. The two halves of the line are matched with a more moderate position. The players are asked to share their points of view with each other.

Step 5: The players may then choose to regroup along the line.

2.9.3 ‘MAKING A FLY TRAP’

Introduction
Flies are always a problem. When people realize the role they have in spreading diarrhea and disease, they are even less welcome. They have an important role in the contamination of food. This simple fly trap made from empty plastic bottles will help to reduce flies. Older players can assist the teacher in making this fly traps.

*Life Skills goal*: The teacher shows the players that a hygienic environment is important by making a fly trap. The players become aware of the role of flies in the contamination of food. Older players learn to make a fly trap and are able to make this at the family house.
How to play

Step 1: Take an old plastic bottle, paint the lower half black and make three small holes for flies to enter.

Step 2: Cut another bottle in half. Make a tube by cutting up some of the base and place into the opening of the first bottle.

Step 3: Fit the top half onto the first bottle.

Step 4: Put a little manure in the base and hang outside.

Step 5: The teacher facilitates a discussion with the players. The following questions can be used as starting point:

  - What methods can be suggested to reduce the number of flies?
  - How can we keep flies away from food preparation areas?
  - Are there times of the year when flies are worst? Is there any reason for this?
  - What do we know about Muscovy ducks? Is there anywhere locally where these ducks can be obtained?
  - Can we try making this fly trap? It needs two empty plastic bottles of similar size, a sharp knife and something black to paint or cover the base.
  - Where can we hang these to be most effective?

2.10 MENSTRUAL HYGIENE

Girls who can talk openly with female teachers about menstruation manage better than girls bound by secrecy, myths and taboos. It is important that older girls have the chance to learn that:

  - Menstruation is a normal part of growing up
  - It is OK to be in school during menstruation
  - Menstruation is not unclean or dirty – it is the healthy process of a girl’s body cleansing itself for a few days each month. Like pee and poo, it is nothing to be ashamed of. But it does need to be handled in the same sanitary way.
  - Sanitary cloths or pads need to be changed and washed regularly.
  - Hand washing with soap is necessary after handling sanitary cloths or pads
  - Pain from abdominal cramps during menstruation is common and normal, and a quiet place for girls to rest can help reduce the pain.
  - Latrines for girls belong **only to girls**. Every girl has a right to privacy, free from embarrassment or ridicule.
2.10.1 DRAWING AND DISCUSSING

Introduction

Drawings can help players to open up on a sensitive issue. This exercise will encourage players to talk about their puberty.

*Life Skills goal:* Children can mention physical changes in girls and boys during puberty. They will learn to communicate about it and develop empathy and listening skills by having a discussion with team players.

How to Play

Step 1: The teacher asks the players to draw about an event or a development during puberty that embarrassed them. The drawing may be about themselves or about someone imaginary.

Step 2: The teacher asks the players to display their drawings on the wall or lay them out on the floor.

Step 3: The teacher discusses the drawings in a plenary. S/he invites players to explain their drawings if wanted.

Step 4: The teacher facilitates a discussion, by asking for example:
- Do others in the team recognize the situation/feeling?
- What can be the reactions of team players?
- What would help you and your team players in these situations?

2.10.2 ‘THE PROBLEM BOX’

Introduction

Menstruation can be a difficult topic to talk about for girls. The problem box gives the players the opportunity to ask their question anonymous and to talk openly about it.

*Life Skills goal:* The players will be more self-confident in talking about menstruation. They will expand their knowledge about menstruation and they know where to seek help in case of problems. Moreover they learn to think about solutions and communicate about it.
How to play
Step 1: The teacher places a problem box or bag and invites players to write their questions and problems related to menstruation and put them in the box.

Step 2: The teacher reads the questions and selects those that are suitable for discussion.

Step 3: The teacher invites a player to read the first question.

Step 4: The teacher invites the class to answer the question. She adds or correct as needed.

Step 5: The teacher continues until all questions suitable for answering in public have been covered.

Step 6: The teacher tells the players who want more help in answering their questions can talk with her separately or tells where they can get counseling.

2.10.3 “Helina”

Introduction
This case analysis and group discussion is not only about menstrual hygiene, but gives the players the opportunity to come up with other issues related to puberty.

*Life Skills goal:* Girls and boys can list good personal hygiene habits related to sexual maturing. Girls learn to safely dispose of sanitary towels.

How to play
Step 1: The teacher makes up or invites stories that relate to conditions and problems at home, as in the following (imaginary, but common) situation in a low-income, high density cities/places.

*Helina is twelve years old. She has grown a lot and her body has changed. She now feels curious about boys and no longer likes to play her old games with her girlfriends. At home, she lives in a small house together with her mother, father, brothers, uncles and cousins. One night when she thinks she is alone she goes to the kitchen to have a bath. When she was undressed, her cousin John enters and sees her naked. He looks at her with desire.*

Helina tries to cover herself and flees.

- What happened to Helina and how did it make her feel?
- What would you have done in her situation?
- What can her family do to avoid such situations?

Step 2: The teacher asks the team members to use the case study to build a problem tree. He writes the central theme on a slip of paper or card and sticks this on the wall or
places it on the floor: ‘Inappropriate housing conditions for the hygiene needs of adolescents in the family.’

Step 3: The teacher invites the players to write the related problems and consequences on other slips or cards, giving one message per slip/card.

Step 4: The teacher helps the children to work in groups to identify solutions for the identified problems.

Step 5: In plenary, the teacher helps the groups to prepare jointly a final list of possible actions, for example on the blackboard.

2.10.4 MANAGING MENSTRUATION IN SCHOOL

Introduction

The objective of this exercise is to agree on practical actions to make menstruation at school easier. The most critical agenda are to keep the privacy and dignity of girls central to everything, and to encourage girls to take responsibility for helping each other during their periods. The activity is most helpful when the facts about menstruation are clear.

Description of Activity

This activity is about making life easier during menstruation. The same is undertaken in small groups, older girls only, with a female teacher. Use the pictures to share ideas about how this can be done. For example:

- By designating a shaded, quiet space for girls to sit or sleep while experiencing pain.
- A buddy system where girls pair up with a friend and commit to support each other during their period, looking out for signs of leaking on clothes, holding a latrine door shut to ensure privacy, etc.
- Provision of a special private washing area where girls can rinse out rags and pads, and a locally made drying rack kept on a rooftop or elsewhere out of sight yet in the sun.
- Reinforce the importance of hand washing with soap after using the latrine, handling soiled rags/pads and before eating.
Also encourage the girls to shower and wash their bodies regularly, and to rest if they are feeling unwell or in pain.
On a regular basis, review how girls are getting on with managing menstruation at school.

Games from Ethiopian school teachers participated during the validation workshop of this training kit.

**Life Circle**

**Introduction**

This game aims to teach students the impacts of unhygienic activities. It enables them to share what are the consequences of poor hygiene and poor sanitation practices.

**Materials**

Chalk or charcoal, blank paper and pen, scotch tape

**How to Play**

There will be a big circle representing Life. Outside of the circle there is no life. Inside the circle there will be four or five triangles representing infected area.

Poor hygiene and sanitation practices like drinking unhealthy water, defecating on an open field... will be written on blank papers.
Step 1: One child will be chosen to stand at the middle (center of the circle). And other players will stand at the outer vertices of each triangle.

Step 2: Explain that the child at the center represents poor hygiene and sanitation and will chase and catch someone like him/her.

Step 3: No one cannot get into the infected area (triangles) or go out of the circle. If someone did this including the disease causing child will be out of the game or sick.

Step 4: The child at the middle will continue chasing the players until all are caught. He/She will label the sick players as; found defecating on open field, eating without washing hands, did not cut his/her nails etc...

The teacher facilitates a discussion by asking the players what they felt about being one of the students who are not keeping their hygiene and the problems associated with the practices.

**Gesho and Gedo**

**Introduction**

The aim of this game is to teach how much good hygiene and sanitation practice keep us safe from deadly diseases.

**Materials**

Chalk or charcoal or rope

**How to play**

Gesho and Gedo represent infectious organisms or disease. The Safe Zone represents infection free zone, disease prevention and cure mechanisms

Step 1: The student line up in a line as shown in the picture, they stand in pair with their counterpart to play the game and stand face to face. The distance between them shouldn’t be more than two steps.
Step 2: The teacher divides the group as Gesho and Gedo

Step 3: The teacher will say randomly Gesho or Gedo in such a way that no group can easily understand who is next. If the teacher says Gesho; the Gesho group will catch the Gedo partner before entering to the safe zone and vice versa.

In this game the teacher will explain that someone who is caught represents reluctant child who hesitates to do what is safe for him/her. The teacher creates discussions on safe sanitation and hygiene practices and the consequences of being reluctant to do so.

Annex - 1 - Training Preparation Checklist (adopted from CAWST WASH training manual)

There are several things that you will need to do to get ready for the training.

Logistics Management

The training planning team (the trainers) will need to determine the training logistics such as:

Pre-training

- What is the training budget?
- Who will invite the participants and communicate with them?
- Who will organize and coordinate food for breaks?
- Who will organize the training site and set up?
- Who will purchase and organize the training equipment and materials?
- Who is responsible for registration?
- Who is responsible for printing the participant materials?
- Who is responsible for training what session in the agenda?
During the training

- Who will check that snacks and food are ready at the appropriate times?
- Who will prepare the room and the training field in the morning and reorganize in the afternoon?
- Who will prepare the flipcharts for the day?
- Who is in charge of checking participant list details?
- Who is in charge of preparing evaluations?

Post-training

- Who will type up the training evaluations?
- Who will clean up the training materials and space?
- Who is responsible for replacing materials if needed?
- Who is responsible for the reporting?
- Who is responsible to maintain communication with the participants?

Trainer Roles and Responsibilities

It is essential that the facilitation team work well together. You should meet with the other trainers before the training to discuss the training agenda and then assign the roles and responsibilities. It is also useful to clarify the role of the other trainers when they are not actually conducting a training session – should they be assisting in the field work, be available to answer questions, or be setting up for the next session? Where possible, ensure that all the trainers can be present for the entire workshop.
Participatory learning

Participatory approaches are widely used to engage and actively involve everyone in the training. Effective learning often comes from shared experiences and participants learning from each other. Much of the course content is delivered through interactive presentations, demonstrations, plays, and group activities.

Fit training into a broader plan

Training is just one element of a successful project. This training makes the most sense when it is part of an individual’s or organization’s plan to support communities with WASH interventions. There must be follow-up and ongoing support to the project implementers to help them successfully implement the knowledge they gain during this training.

Addressing Barriers to Participation!

When setting up training, it is important to consider barriers that may limit certain participants from attending. What can you do to make it easier for them to attend? Factors that you may want to consider are:

- **Time of the training**: Is the training being held at a time of day and week that all students can attend? Is there a time that will interfere less with school obligations? Is it being held at a time of year when exam weeks are near harvest obligations, national holidays, and celebrations may prevent students from attending? Do teachers have major deadlines at that time?

- **Length**: Is the length of the training reasonable? Could it be divided into shorter sessions and delivered over a longer period of time to encourage more participation?

- **Location**: Is the location easy and convenient for participants to access? Is the location safe for both female and male students to access independently at any time of day?
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Annex – 1- Training activity planning template