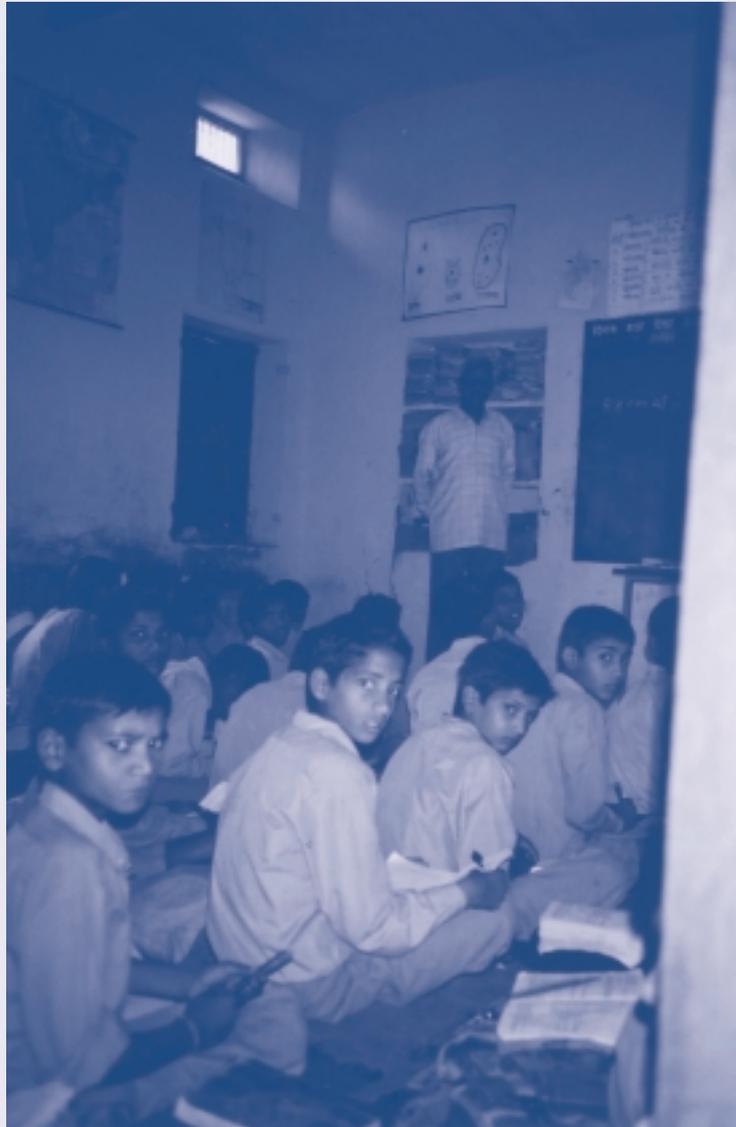


## Part 1- Purpose, concepts and structure



*Boys in the classroom* (Photo: Mariëlle Snel)



## 1. Introduction

### Purpose and nature of this guide

This guide contains a series of information sheets for preparing lessons plans for children in primary schools and nursery schools on sanitation, hygiene, water, health and the environment.

The **objectives** of the information sheets are to:

- provide materials which will help educators to deal with sanitation, water supply and hygiene as part of primary school education and teachers' training;
- provide an 'ideas' book for lesson plans on School Sanitation and Hygiene Education (SSHE);
- provide 'hands on' learning tools - presenting not only concepts, methodological and content issues, but also practical learning materials and methods.

What is **different** about the sheets?

- All learning methods and tools are participatory.
- All materials are low-cost or free and available in schools or their environment.
- Teachers, schools and trainers do not need to buy special materials or kits.
- Methods and materials are adaptable to what is culturally suitable and locally available.
- Each sheet helps to develop a lesson or lessons on a particular subject for a particular age group.
- Learning about SSHE is combined with learning other skills – both schoolwork and life skills.
- Gender and poverty perspectives are systematically included.
- Each sheet can be used on its own.
- The guide is dynamic: revised, adjusted and expanded versions will be published on the web with acknowledgements to those contributing to future editions (see also the form at the back of this guide).

### For whom is this guide?

This guide is meant specifically for teachers who need and/or want to focus on school sanitation and hygiene education (SSHE) in their schools. However, it is not restricted to school education on water, sanitation and hygiene. It also provides useful guidelines and activities that can be applied to topics related to SSHE, such as the protection of the environment, nutrition and the risks and consequences of HIV/AIDS. Those who work to improve sanitation and hygiene in households and communities, may find inspiration in some of the participatory methods and tools and/or wish to share their own participatory methods and tools.

### Using the document

The document has been prepared with two specific types of use in mind:

- As a reference document when planning or putting into effect education on sanitation, hygiene and water supply as an (extra) curricular activity. In this case, it is advisable to see the document as a book and read it completely.
- To learn about, or find inspiration for lessons on specific topics. In this case it is not necessary to read the entire document. The reader can 'dip into' or read sections covering specific activities. To find the information sheets that they require, readers can use the index lists on subjects, participatory methods, learning objectives and age groups at the back of the document.

### Structure of the guide

This part of the guide, Part 1, provides the **introduction, concepts and principles** of joyful learning in school sanitation and hygiene education.

Part 2, Information sheets for lesson plans, constitutes the major part of the document. This part contains three types of materials:

- Information to assist in the development of **lesson plans** on different themes and topics in SSHE programmes
- A large number of **participatory learning activities** for use by teachers and students in class and in the school environment, as well as for outreach activities and learning assignments in homes and communities
- **Illustrations** of activities or materials used in classrooms, with parents and community leaders and in teacher-training. Many of the illustrations show participatory activities developed with or by these groups in participating countries

Teachers can use the document and information sheets to develop lesson plans on SSHE for girls and boys in different age groups. Used in this way, it is a practical 'hands on' tool with a wide variety of learning goals and activities.

Trainers can use it as a source of ideas for participatory methods when developing a training programme for staff in education, health, rural development and even engineering departments and programmes.

Curricula development specialists and staff from ministries of education may find the book a useful **reference document** for integrating SSHE and the development of life skills into the primary school curriculum and teacher training programmes.

### **Children's age groups**

The themes within this book are in principle suitable for all age groups between the ages of two, when some children may enter a nursery or playschool, and fourteen, the age at which most children complete their primary education.

All sheets have been classified by age group as well as type of activity, main subject(s) and learning objectives. This classification should be regarded as indicative rather than prescriptive. Teachers can use their own judgment and discretion in deciding how they can use and/or adjust the material. More information about different types of learning needs in the different age groups can be found in the next chapter on 'Basic concepts'. It is hoped that at a later stage it will be possible to rewrite the guide as an age-group specific document.

The activities use participatory methods and tools which help young children to engage in and benefit from active learning processes. Although they derive from earlier work in Africa, Asia and South America, all activities, materials and methods need to be tailored to fit specific cultural contexts.

### **Ongoing development**

Four areas for further development are envisaged: the compilation and publication of an accompanying package of information for teachers with fact sheets on the different topics addressed in this guide; the establishment of a support mechanism for the training of teachers/trainers in participatory methods of school hygiene education; the documentation and publication of a typical hands-on training course; and making an age-specific guide which incorporates contributions from readers and users of this document.

### **You can join this initiative**

This guide can also be downloaded from the internet. It is, hopefully, not the last. More work will be needed to fully cover good environmental sanitation, water supply and hygiene in preschool and primary school education. The current sheets can also be revised to make them suitable for a wider range of conditions. New sheets on these and new topics can be added. All this will help to make learning about water, sanitation, hygiene and health more effective and enjoyable.

All readers, but especially those who work in school education, water supply, sanitation and hygiene, are warmly invited to join in this initiative by:

- giving comments, observations and criticism;
- suggesting changes for the current texts and/or illustrations;
- telling us how you use the materials and about your experiences;
- telling us where and why you made adjustments, and with what effects;
- sending us your own information sheets or lesson plans for other activities;
- reacting in any other way of your choice.

You will find a feedback form and a format for additional information sheets at the end of this document. The authors pledge that all contributions will get a response and that all contributors will be acknowledged in any updated version. You can send your reactions either to our general address [SSHE@irc.nl](mailto:SSHE@irc.nl) or to any of the email addresses below.

Saraswathi Kamal	<a href="mailto:newah@mos.com.np">newah@mos.com.np</a>
Rossana Mendoza	<a href="mailto:rmendoza@planperu.org.pe">rmendoza@planperu.org.pe</a>
Catharine Phiri	<a href="mailto:asphire@zamtel.zm">asphire@zamtel.zm</a>
Rosemary Rop	<a href="mailto:rosemary.rop@maji-na-ufanisi.org">rosemary.rop@maji-na-ufanisi.org</a>
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Reactions by post can be sent to:

Participatory Education Activities c/o IRC International Water and Sanitation Centre  
P.O. Box 2869, 2601 CW Delft, The Netherlands



*Experiment on handwashing, Zambia, Training of Teacher Trainers in Life skills-based hygiene education*

## 2. Basic concepts

### School sanitation and hygiene education

Programmes for school sanitation and hygiene education (SSHE) go beyond the construction of water and sanitation facilities. They also aim to improve the education and hygiene and sanitation practices of school-going children and the quality of life of the children and their families, now and in years to come.

Good practices require good facilities that are kept clean and are used by children and teachers in a hygienic manner. Good practices also result from education that is practice oriented, and builds skills and attitudes as well as knowledge.

Addressing sanitation and hygiene in schools is very useful. Young children are far more receptive than adults to new ideas. In their primary school years they can be stimulated to cultivate the habits of good personal hygiene. The promotion of personal hygiene and environmental sanitation in schools can help children to adopt good habits which will last throughout their adult lives.

SSHE programmes reflect a number of important concepts about child education:

- **Effective learning:** Children perform better in a clean and hygienic environment.
- **School enrolment and completion by girls:** Lack of private sanitary facilities for girls often discourages parents from sending daughters to school. It contributes also to absenteeism and dropout by girls, especially during adolescence. Growing girls find it difficult to attend schools that have no sanitation facilities, or a few that are badly maintained. They tend to go home during recess and not return.
- **Reduction in infectious diseases and worm infection:** If sanitation and hygiene facilities are missing or badly maintained and underused, schools become health hazards. Children urinate and defecate behind and around school buildings or in whatever vacant space is available. This is a bad practice, a means of spreading infection, and sends strong negative signals to the children and teachers that this is acceptable behaviour.
- **Environmental cleanliness:** The presence and use of proper water supply and sanitation facilities prevent pollution of the environment and limit health hazards for the community at large.
- **Implementing child rights:** Children have the right to be as healthy and happy as possible in their particular circumstances. Good sanitation and hygiene practices contribute to less disease, better health and better nutrition. As many children around the world fall in the 'mildly malnourished' category, any measure to protect them is a significant investment in human resource development and better childhoods.

### The age-based child learning cycle

This document is primarily a source book for making lesson plans with participatory learning activities for children going to pre-primary (nursery) and primary school.

The four age groups of these children are:

- Pre-school age (2-4 years)
- Early primary school age (5-7 years)
- Middle and later primary school age (8-11 years)
- Late primary and early secondary school age (12-14 years)

Children learn in different ways and at different moments. This can be summarised into four stages of the child learning cycle:

- **Exploration:** children have the opportunity to undertake activities related to specific learning subjects and goals.
- **Experience:** all children have opportunities to have their own experiences while expanding their knowledge on a particular subject.
- **Expansion:** children like to interact with each other based on what they have learned from personal experience. This helps them to consolidate, share, and expand their learning with others. Expansion may happen in many ways: in peer groups, with children of other age groups, with the teachers and with parents and siblings at home and in school.
- **Evaluation:** teachers and children evaluate the learning results through a variety of activities designed to discover and strengthen outcomes and impacts.

These four stages occur in the learning processes in all age groups. A lesson or lessons can include some or all of these learning stages.

Which skills, knowledge and attitudes children learn and to what extent they can actively participate in school water supply, sanitation and hygiene projects depends on their particular age group. The following list comes from the book *Child-friendly hygiene and sanitation facilities at schools: Indispensable to effective hygiene education* by Jaap Zomerplaag and Annemarieke Mooijman, which is available in hardcopy as well as in an Acrobat document from the IRC website at [www.irc.nl](http://www.irc.nl).

### Pre-school age (2-4 years)

Skills	Two- to three-year-olds enjoy learning new skills. They are gaining control of their hands and fingers and enjoy playing with and manipulating objects. Their language is developing rapidly and they act more independently. Three- to four-year-olds have a longer attention span. They like to test their physical skills and courage with caution. They can make choices and take some responsibility when given the opportunity.
Knowledge and attitudes	Adults are the ultimate role model. They can help young children develop good sanitation and hygiene habits. The children respond to praise and encouragement and are quite aware of how others respond to them. They use these experiences to develop their own self-awareness.
Participation	In this age group, children are mainly users of water and sanitation facilities. They are generally too young to participate in planning, operation or maintenance. However, they can help with the decoration of facilities. The teacher can also start fun activities to 'clean' the facilities or refill the water reservoir of a handwashing facility. These are, however, learning rather than participation activities.

**Early primary school age (5-7 years)**

Skills	Children of this age group are very imaginative. They discover the world and their own capabilities in a playful way. In the meantime, they gain self-confidence and make the first steps towards independence. They like to imitate older children and adults.
Knowledge and attitudes	They experience the positive effects of personal care for their appearance (body washing, hair combing, teeth brushing). They tend to value things in a simple way (looking and smelling good means feeling good).
Participation	In this age group, children can start to be actively involved in design, planning, maintenance and operation of SSHE facilities. They are, however, not yet able to take on the responsibilities of adults or older children. Implementation has to be under close guidance of adults, for safety, as well as for learning reasons.

**Middle primary school age (8-11 years)**

Skills	Children of eight years and older show responsibility and interest in their own well-being, health and hygiene. They can work well together with others and discuss experiences and practices with friends.
Knowledge and attitudes	From this age on, boys and girls become aware of the consequences of poor hygiene practices. They begin to see relationships between theory and practice although they still find abstract concepts difficult to understand. They like watching and taking part in practical demonstrations and are very helpful. They also like to be given particular responsibilities. At this age children also learn that different means or practices can lead to the same results and that it is therefore necessary to compare different solutions.
Participation	Students of this age can be involved as groups in activities to plan, maintain and manage SSHE facilities. They can also be given partial responsibility for implementation, maintenance or operation, such as filling reservoirs, cleaning, painting, etc. Overall responsibility should remain with adults or older children.

**Late primary school age (12-14 years)**

Skills	Children start to develop social and analytical skills for exploring their position in the community. They can question gender and socio-economic differences.
Knowledge and attitudes	Children of this age group are aware of their own development and growth. Girls start to menstruate. Their experiences create a desire for gender-related privacy. Girls (and boys) can start to become aware of gender disparities. They start to understand abstract concepts around hygiene, environment and social relations. They like to be given tasks and to be trusted to carry them out. They begin to take responsibility for themselves and to develop a sense of social justice.
Participation	Girls and boys can be actively involved in planning, construction, operation and maintenance, with more responsibility than in younger age groups.

## **Participatory or action learning**

Children learn in many ways. In this guide we focus on learning through methods which encourage children to participate actively in learning inside and outside the classroom. The reader will find many different types of participatory activities, from demonstrations and art to competitions, case studies and (simple) surveys. All allow the children to learn about others as well as themselves and their own personal experiences. When used well, all are educational, user friendly and fun.

## **Action learning and children with disabilities**

Action learning stimulates children who are mentally slower. Adjusting the lesson to their speed of development is still needed to account for differences in their physical and mental development age.

Not all activities are equally suitable for children who are physically disabled. Teachers should be selective and make adjustments, especially by stimulating other children to include disabled classmates so that they participate fully for mutual understanding, joint learning and joy.

Children with disabilities soon 'learn' when they are being excluded, whether overtly or covertly. The fullest development of people with physical or learning impairments depends in large part on how they are included. An inclusive approach to disability will stimulate children to counter discrimination on a broader front.

## **Learning through school health clubs**

School health clubs can help participatory learning in a number of ways. They can:

- help children to develop skills to organise and plan, implement and evaluate action;
- stimulate safe hygiene behaviour;
- help to achieve the proper use of SSHE facilities;
- help the proper maintenance of SSHE facilities;
- be a means for reaching out into the community;
- develop gender and social equity in how children understand and divide hygiene-related work and decision-making.

School health clubs often organise sanitation and hygiene games and competitions in school as well as events for parents, families, and the community. School health clubs can be organised in several ways:

- All pupils of a class may be club members, for example, all class 5 or 6 pupils.
- A specific number of boys and girls can volunteer from each class.
- The teacher selects club members in a transparent way, for example based on (generally known) criteria of interest, merit and representativeness.

While the last method may be the most common, it is probably preferred to have a large group (such as all children in a specific class for each year) or for membership to be voluntary. The first two approaches may lead to a better motivated and more representative school health club.

Experience teaches that there are some important conditions. School health clubs should only be set up when female and male teachers and the head mistress/master are ready to support the club and students of different sexes, ages and class want to join. Children of both sexes and all nationalities, religions, ethnic groups and social classes should be able to join, as should children with disabilities. Children and teachers can decide whether other clubs that already exist in the school could, and would, take up health and hygiene-related activities. A club should have its own mandate not only for responsibilities, but also with well-defined rights and influence. Forming a club with unenthusiastic members or with a lack of clarity and guidance is not effective and can demotivate children and teachers and prevent them from implementing improvements.

Teachers responsible for SSHE and/or members of school health clubs often have specific responsibilities and authority, ranging from organising and supervising cleaning activities to monitoring and counselling about the personal hygiene habits of students. There are some risks of discrimination, from teachers to children, between members of school health clubs and in how club members treat other children.

Some examples:

- Older or boy club members or those from better-off families give all or more menial cleaning tasks to younger children, girls or children from families with a lower socio-economic status.
- Teachers and/or school health club members supervise and counsel children about personal hygiene without sensitivity and respect from boys to girls, boys to other boys, girls to other girls and/or teachers to children. Without proper guidance and supervision, older children of either sex can, for example, tease and bully younger ones about their poor hygiene. The same may happen between children from better-off and poor families, and between teachers and - certain types of - students such as girls, students from poor households or minority groups.

Planning for and monitoring equity between sexes and cultural groups and providing counselling is essential. This also goes for allocating support from teachers. Ideally both female and male teachers should support a school health club.



*School children involved in SSHE programme welcoming guests to their school (Photo: Mariëlle Snel)*

### 3. Structure of the information sheets

The information sheets for lesson planning in this document all follow the same structure.

#### General information

Starting at the top of the sheet, you will find information on four key aspects:

- The **overall theme** of the section, e.g. personal hygiene, food hygiene
- The **specific theme** of the lesson(s) that you can prepare
- The **age group(s)** for which the lessons can be developed
- The **participatory techniques** which children and teachers can use during the lesson(s)

#### Title

The title summarises, in a playful manner, the main issue addressed by the learning activities. Using lively titles makes it easier for children and teachers to recall an earlier lesson. A teacher can, for example, ask: "Who remembers what we learned in 'Yoopy scoopy'?" In the same way, children may ask, "When can we do the loo race again?"

You will probably have to adjust some titles to the local circumstances and languages; they are given to inspire, not to prescribe. Thinking up new or different titles can also be a fun activity to do with the children.

#### Learning goals

The sheet also contains the learning goals. They are the specific aims for every girl and boy to have achieved at the end of each lesson or set of lessons. The goals are divided in four categories:

- **Knowledge:** the particular gains in theory, logical thinking and/or scientific insights which the children can master.
- **Attitudes:** the desires, feelings and values which the girls and boys may begin to develop through the lessons. Changes in attitude do not happen at once. They evolve gradually and progressively over time and need continual stimulation and reinforcement.
- **Practices:** the adequate sanitation and hygiene behaviours which the children adopt and demonstrate in school and take with them to promote in their homes.
- **Psychosocial life skills:** the development of children's capacities to deal more effectively with the demands and challenges of everyday life. The learning activities help children to train their general psychosocial skills such as analysing, problem solving and stress management. This helps them to improve their overall performance and interactions with people in their environment, friends and peers, schoolmates, teachers, family, etc. More details can be found in Life skills-based hygiene education: A guidance document on concepts, development and experiences with life skills-based hygiene education in School Sanitation and Hygiene Education (SSHE) Programmes, which can be downloaded from the SSHE pages or the publication pages at [www.irc.nl](http://www.irc.nl).

Teaching better hygiene to young children and developing their life skills is only a small part of the work of primary schoolteachers. Their main task is to meet the overall requirements of the school curriculum. Activities on sanitation and hygiene are therefore designed in such a way that they also develop or reinforce other skills in the school curriculum, such as reading, writing, spelling, geography, arts, arithmetic and mathematics.

## Methods and materials

For each topic, the sheets describe participatory methods and materials used in each learning activity. There is no need to make expensive investments in new materials as activities are based on materials and equipment that are easily available in and around schools. Other types of material that are easily accessible and/or fit better into the local culture can also substitute the materials mentioned. Paper can, for example, be replaced by slates.

The assumption is, however, that those using the sheets have some experience in working in participatory ways with children through training and experience. Horizontal learning in which young teachers learned these methods hands-on and in turn train other teachers has been found to be an effective way to spread knowledge and skills for participatory hygiene education with school-age children.

## Activities

Each sheet contains the necessary steps to prepare and implement one or more participatory activities on a particular subject. They must be easy to do in class and be suitable for the age group for which they are intended. All activities are carried out using participatory and playful learning techniques that are attractive for the children to do and help them to learn effectively. Once the children have gained experience and insights, there are other activities that the teacher can ask the children to do, to practise and reinforce their knowledge, and to share it with other children in school and with their families at home.

## Learning indicators

The learning indicators are meant to help the teachers evaluate to what extent the learning objectives that they planned beforehand have been achieved. The indicators can be monitored and evaluated in ways that are simple and easy to apply. There is also a box which contains the expected main competencies that the children may develop, related to the overall theme of the topic.

## Adjusting the sheets

There is no single set way to use the sheets. Teachers can adjust them and apply them in a creative manner:

- It is easy to adjust the lessons for other age groups. Many can also be adjusted for use with adolescent girls and boys, mothers and fathers, community leaders, etc.
- Lessons can be easily combined as the themes of hygiene and sanitation are directly interrelated. Teachers can make the processes more sustainable by developing new lessons that fit their overall programme.
- Lessons do not have a fixed duration or location. It is possible to adapt their timing and location to suit the situation in each classroom and/or school.
- Teachers and students cannot achieve the intended learning goals alone. This also depends on the quality of hygiene and sanitation conditions which the school and the community promotes and sustains in line with resources. The quality of hygiene and sanitation depends not only on the available funding, but especially on the efficient, participatory and equitable management of hygiene and sanitation.

- Incorporating good hygiene and sanitation practices depends on whether mothers and fathers, and other family members such as siblings and grandparents, reinforce at home the habits that the children learn in school. It is therefore important that activities in class are combined with other activities which make parents (fathers as well as mothers) aware of sanitation and hygiene, and stimulate them to make their homes into healthy and pleasant places for all members of the family.

To facilitate this process, many sheets contain descriptions of activities at home or in the community. School-age girls and boys can do these activities at home without requiring extra inputs or home visits from the teachers. Many activities can also be adjusted for use with mothers, fathers and other family members, e.g. during parents' day at school.

