

Community Led Education and Action against NTDs (CLEAN): Building Schools' Capacity to Improve Health with an Integrated Approach



 *A Manual for Schools*

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NALA- NTD Advocacy, Learning, Action

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Introduction

Overview

The purpose of this manual is to provide you and your school with tools for leading a successful health education and disease prevention program. The lessons included in this manual focus on information and behaviors that are important for preventing such diseases as schistosomiasis, intestinal worms, and blinding trachoma. These diseases are often spread through a lack of personal hygiene and environmental cleanliness, and simple behaviors can help prevent them from spreading. While medicine is important for treating these diseases, people may become reinfected if they do not make the necessary changes to their daily hygiene practices and environment.

Neglected Tropical Diseases (NTDs)

At least a quarter of the world's population suffer from neglected tropical diseases (NTDs). These diseases do not usually cause death, but they may result in suffering, blindness, disability, and delays in physical and cognitive growth that impact a person's ability to go to school and work. Fortunately, it is relatively cheap and easy to prevent some of these diseases, including schistosomiasis, trachoma, and soil-transmitted helminthiasis (STH or intestinal worms). For these three diseases, medicine in combination with simple changes to hygiene practices and improvements in environmental health can break the cycle of disease and poverty. This manual is designed for communities with a prevalence of at least one of these NTDs. The table below lists some basic information on them:

	Disease	Symptoms		Disease Prevention Behaviors
Parasites	Schistosomiasis , also called bilharzia	<i>Short-term</i> <ul style="list-style-type: none"> ▪ Abdominal Pain ▪ Diarrhea ▪ Nausea ▪ Cough ▪ Bloody feces or urine ▪ Muscle aches 	<i>Long-term</i> <ul style="list-style-type: none"> ▪ Malnutrition ▪ Stunted growth ▪ Anemia ▪ Learning difficulties ▪ Enlarged liver ▪ Organ damage 	<ul style="list-style-type: none"> ✓ Using a latrine ✓ Boiling unsafe water for 1 minute before bathing or drinking ✓ Avoiding infected water bodies ✓ Keeping water bodies clean with no feces and urine
	Soil-transmitted helminthiasis , also called STH or intestinal worms (Examples: hookworm and roundworm)	<i>Short-term</i> <ul style="list-style-type: none"> ▪ Abdominal Pain ▪ Diarrhea ▪ Weight loss ▪ Tiredness ▪ Nausea ▪ Cough 	<i>Long-term</i> <ul style="list-style-type: none"> ▪ Malnutrition ▪ Stunted growth ▪ Anemia ▪ Learning difficulties 	<ul style="list-style-type: none"> ✓ Using a latrine ✓ Washing hands with soap and water ✓ Washing/peeling/cooking vegetables and fruit ✓ Wearing shoes ✓ Keeping a clean environment
Bacteria	Trachoma	<i>Short-term</i> <ul style="list-style-type: none"> ▪ Itching and irritation of eyes and eyelids ▪ Eye discharge ▪ Eyelid swelling ▪ Light sensitivity 	<i>Long-term</i> <ul style="list-style-type: none"> ▪ Visual impairment ▪ Blindness 	<ul style="list-style-type: none"> ✓ Using a latrine ✓ Washing face with soap and water ✓ Washing hands with soap and water ✓ Not sharing dirty cloths ✓ Keeping a clean environment

Key Messages

The health education program will include general information about the three diseases as well as focus on prevention through personal hygiene and environmental cleanliness. The following key messages emphasize personal behaviors that students and their families can do to prevent disease:

Key Messages	Personal Behaviors
Clean Body <ul style="list-style-type: none"> ✓ Clean hands ✓ Clean face ✓ Clean feet 	<ul style="list-style-type: none"> ➤ Washing hands with soap and water at key times ➤ Washing face with soap and water when dirty ➤ Wearing shoes and avoiding areas with feces
Clean Environment <ul style="list-style-type: none"> ✓ Clean food ✓ Clean place ✓ Clean water 	<ul style="list-style-type: none"> ➤ Washing/Peeling/Cooking fruits and vegetables ➤ Using the latrine; Cleaning latrines, rooms, and yard ➤ Storing water in clean containers; Avoiding long periods of time in unsafe water; No urinating or defecating near water sources

Teaching Methodology

The manual promotes Community Led Education and Action against NTDs (CLEAN). The CLEAN program recognizes that knowledge is only one step in the process of behavior change. People also need the motivation to change, confidence to make the change, and continued action to maintain it. The school program applies this framework by incorporating motivating activities, practice, planning, and follow up.

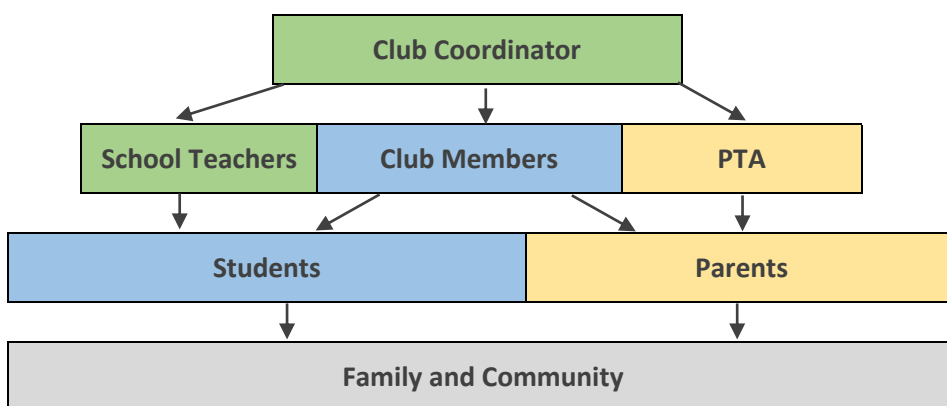
The CLEAN program for schools is designed with the following elements:

1. **Interactive activities-** Interactive lessons are more engaging for children, and the students will better internalize messages if they are taught them in an interesting way. For this reason, the lessons include songs, games, drama, and storytelling.
2. **Behavior change techniques-** Schools generally focus on the acquisition of knowledge, but these lessons also aim to change people's behaviors. For this reason, the lesson plans incorporate and recommend several strategies to extend knowledge into practice. These strategies include:
 - *Use of emotional motivators-* Studies show that people respond more to emotional and social cues like disgust and peer pressure than to knowledge of disease.
 - *Making the behaviors easy to do-* Show people how to do the actions and make sure they have what is needed to do them.
 - *Localizing the examples-* When possible, use examples that closely resemble the community, school, and household.
 - *Encouraging changes in context and the use of "nudges"* – Dedicate a special week at school to health and hygiene education. During this week, the school will feel different for students. Also, make changes to the environment by painting hygiene messages near latrines and placing a mirror near the handwashing station to attract more people to use it.
 - *Use of repetition-* Repeating activities will help make them a habit. Encourage using a schedule for cleaning, and KG teachers can take their students to the latrines at the same time each day.
3. **Teachers as role models and students as leaders-** Teachers will need to model the behaviors that they want the students to have. The club members will be peer educators and leaders in their school, as they teach other students and lead a small WASH project. They will be responsible for ensuring that behavior change is happening at school and in their homes.

Structure of the Health Education Program

The program involves the school staff, the health/WASH club, the students, the Parent-Teacher Association (PTA), and the parents. The program is led by the school principal and the Health/WASH club coordinator. The principal oversees the process, chooses the week for Health & Hygiene Week, and ensures that teachers plan time in that week for the health lessons. The recommended structure for the program is:

1. **Training of Trainers (ToT) for the school staff** ([Part 1](#) and [Part 2](#))
 - Principal and club coordinators learn how to deliver the health program to their students.
 - Club coordinators or principal then train the teachers in their school.
2. **Health Education for the club members** ([Part 3](#))
 - Club coordinators give the lessons to the club members before Health & Hygiene Week.
3. **Health & Hygiene Week** ([Part 4](#))
 - Principal and club coordinators lead an opening event for all students.
 - At least one club member is paired with a teacher from each class. They will be the “peer leaders” during the health lessons and help the teacher with the activities.
 - Teachers give the health lessons to their students in each class.
 - Club members complete their small WASH project.
 - Club coordinators deliver a health education lesson to parents at the school.
4. **Monitoring and evaluation** ([Part 6](#))
 - Club coordinators and teachers monitor student health practices and behavior.
 - School staff evaluate the need for continued intervention.



Learning Pyramid

The diagram shows how the education program aims to reach the whole community. Each person is responsible for the health of their community.

*The principal oversees the implementation of the program in the school and ensures that Health & Hygiene Week is successful.

Notes on Using the Manual

The manual is organized as follows:



[Part Five](#) includes educational materials used in the lesson plans, as well as additional resources.

*The education program is a guide, and schools are encouraged to adapt the lessons to their needs. *

Part One

1. Training of Trainers for Wereda (All Schools)



1.1 Overview

The Training of Trainers (ToT) for the wereda will be conducted before the start of the school year or semester. The participants will include the school principals and health/WASH club coordinators from each school, as well as focal points from the local health and education offices. Each school group will later need to train the staff at their own schools. Make sure that everyone in your school group understands the information and that you have all the materials by the end of the ToT.

1.2 Outline for Wereda ToT

From each school, invite the principal and two club coordinators (health club, WASH club, or other relevant club). The reason for inviting two club coordinators is so they can share responsibilities and split tasks for the program. If there are not two active student clubs, an interested teacher can be invited instead. A representative from the Parent-Teacher Association (PTA) is also encouraged to attend.

ToT for Wereda (All Schools)		
Participants	<ul style="list-style-type: none"> ▪ School principals ▪ Two club coordinators (health club, WASH club, or other relevant club) ▪ PTA representatives ▪ Wereda focal points- health and education offices 	
Facilitator	NALA representative	
Duration	2 days (5 sessions)	
Materials	<ul style="list-style-type: none"> ✓ Flipchart and marker ✓ Paper and pens ✓ Sets of cards ✓ Posters ✓ Handwashing set- basins, water bottles, soap (1 per 10 people) ✓ Soap for each school group ✓ Charcoal/chalk dust/ash ✓ School Pledge Form (printed for schools to sign)- 5.4 ✓ Common objects for game 	<p><i>These tools are available in the back of the manual. You may also want to make copies before the training:</i></p> <ul style="list-style-type: none"> ✓ Stories (5.2) ✓ WASH pre-assessment form (6.2) ✓ Action Plan for Health Education (6.3) ✓ Monitoring & Evaluation forms (6.5)
Suggested Timeframe	<p>DAY ONE</p> <p><u>Session 1: Awareness of NTDs in My Community (110 min)</u></p> <ol style="list-style-type: none"> 1. Opening: “Stand Up” Energizer (10 min) 2. Activity: Whisper Game (15 min) 3. Introduction to the Program (20 min) 4. Guided Practice: Transmission of Parasitic Worms (20 min) 	

5. Guided Practice: Transmission of Trachoma (10 min)
6. Activity: Storytelling (30 min)
7. Session Summary (5 min)

Coffee break (15 mins)

Session 2: Connection of Good Health to Hygiene Behaviors (110 minutes)

1. Opening: Risk of Open Defecation (10 min)
2. Activity: "Germs Everywhere" Game (15 min)
3. Guided Practice: Clean Body behaviors (15 min)
4. Activity: Handwashing in Groups (20 min)
5. Clean Environment Behaviors (20 min)
6. Activity: WASH Pre-Assessment for School (25 min)
7. Closing (5 min)

Lunch break (1 hour)

Session 3: How to Teach Students about Healthy Behaviors (120 minutes)

1. Opening Activity: Songs and Rhymes (30 min)
2. Behavior Change Techniques (15 min)
3. Lessons and Resources in the Manual (30 min)
4. Overview: Monitoring and Evaluation (M&E) Tools (20 min)
5. Pledge: Schools Commit to Health (20 min)
6. Closing of Day 1 (5 min)

DAY TWO

Session 4: Improving School Health with Small WASH Projects (120 minutes)

1. Opening: WASH in Schools (10 min)
2. Activity: How can we use this object? Game (20 min)
3. Small WASH Projects (15 min)
4. Activity: Planning a Small Project in Groups (25 min)
5. Presentation: Groups Present Small Project Ideas (45 min)
6. Session summary (5 min)

Coffee break (15 mins)

Session 5: Planning for Health & Hygiene Week (120 minutes)

1. Opening Activity: How to play Worm Tag (20 min)
2. Overview of Health & Hygiene Week (10 min)
3. Activity: Action Plan for Health Education (25 min)
4. Roundtable Discussions (30 min)
5. Reflection (25 min)
6. Closing Clap (10 min)

End of ToT

1.3 Sessions for the Full ToT

Full plans for the five ToT sessions are below. Facilitators may adapt them as needed.

DAY ONE

ToT Session 1: Awareness of NTDs in My Community

Title	Introduction to the Health Education and Disease Prevention Program
Materials Required	<ul style="list-style-type: none"> ✓ Education manual (one per school group) ✓ Cards (one set per school group)
Objectives	<p>Participants will become familiar with the health education program: its structure, their roles, and key messages.</p> <p>Participants will gain a deeper understanding of hygiene-related NTDs that are common in their community.</p>
1. Opening: “Stand Up” Energizer <i>10 minutes</i>	<p><i>1. Introduce yourself and welcome the participants:</i></p> <p>“Welcome to the Training of Trainers (ToT) for NALA’s health education and disease prevention program. This training will give you both knowledge and tools to use in your schools to keep your students healthy. The training is interactive with several activities and discussions. All the activities we do, you can do with your students.”</p> <p><i>2. To get the participants energized and learn more about them, tell them to stand for a short opening activity:</i></p> <p>“Stand Up” Energizer</p> <ul style="list-style-type: none"> ▪ Facilitator will say a statement. ▪ Participants will stand if the statement is true for them. They will sit if it is not. ▪ Facilitator may call on participants to explain more. <p>Example Statements:</p> <ul style="list-style-type: none"> ✓ Stand if you are a school director. ✓ Stand if you are a teacher. ✓ Stand if you are in the PTA. ✓ Stand if there are more than 500 students in your school. ✓ Stand if there are more than 1000 students in your school. ✓ Stand if there is <u>both</u> a health club and a WASH club in your school. ✓ Stand if there is a stream near your school that students swim in. ✓ Stand if you know someone who has been sick with stomach problems in the last year. ✓ Stand if you know someone who has had eye problems in the last year. ✓ Stand if you know at least 10 people in this room. (If there is time, ask them to introduce the people) ✓ Stand if you were not introduced and please introduce yourself. ✓ Stand if you want to learn how to improve health in your school.
2. Activity: Whisper Game <i>15 minutes</i>	<p><i>1. Introduce the activity:</i></p> <p>“As an introduction to the program, we will play a quick game about message transmission. I want to keep you active and have you thinking about how we transmit</p>

information to other people. This is a good game to play with your students. The students will also be responsible for spreading the health messages to other students and their families.”

2. Play the game:

- Ask for 15-25 participants to stand and form a line in the front of the room.
- Whisper this message to the first person in the line, “The key messages that we will teach are having clean hands, clean face, clean feet, clean food, clean place, and clean water.” Make sure no one else hears it.
- Tell the first person in line to whisper that message in the ear of the next person. They can only whisper it one time. Make sure no one else hears them.
- The second person whispers the message to the third person, etc. They have to whisper what they hear, even if it does not make sense.
- At the end of the line, ask the last person to say what he heard.

3. After the participants sit back down, ask and collect answers:

“How can we transmit our message better?”

4. Explain:

- One way is to make the message simpler. We do that by grouping the 6 key messages into two groups: having a clean body (personal hygiene) and keeping a clean environment.
- Another way is to make sure that more people hear the original message. That’s why the health program focuses on many groups: teachers, student clubs, students, and parents. They will all learn the material and be better able to pass it on to others.

3. Introduction to the Program

20 minutes

1. Ask participants to sit with their school group or colleagues. Make sure that every school group has a copy of the education manual.

Explain:

- This community was chosen for a health education program because of the prevalence of schistosomiasis, intestinal worms, and trachoma here.
- These diseases are most common in children. They don’t usually kill people, but they cause lots of problems.
- In the short term, schistosomiasis and intestinal worms cause nausea, diarrhea, pain, and tiredness. Trachoma causes itching and irritation near the eye.
- In the long term, these diseases lead to learning difficulties, missing school, blindness, malnutrition, organ damage, and an increased risk of getting other diseases. They make it difficult for people to work and care for their families.

Ask and collect answers:

“Do your schools already have any programs or activities to help the children stay healthy from these diseases?”

2. Say:

“Medicine is necessary to treat these diseases and kill the worms and bacteria that make people sick. We need to encourage students to take the medicine during the MDA. It is an important step in getting healthy.”

Ask:

“Most people get better after taking the medicine. However, after a period of time, they may get sick again. Do you know why?”

(Answer: The medicine kills the worms and bacteria in their body at the time. However, people get reinfected because they continue to do the unhealthy habits that got them sick before.)

3. Tell the participants to open their manuals and look at the **[Key Messages in the Introduction](#)**.

Say:

- This program teaches healthy behaviors that can prevent disease.
- The healthy behaviors are based on these 6 key messages, which are related to keeping your body clean and your environment clean.

Review these messages and say they are the main behaviors to be taught.

Ask and collect answers:

“In your opinion, which key messages are most relevant to your students?”

4. Tell the participants to look at the **[Structure of the Program in the Introduction](#)** of the manual. Explain how the program will be delivered in the school and how each person plays an important role in educating the whole community (*Learning Pyramid*).

5. Say:

“You have a very important role for your students in disease prevention. It is more than teaching them the material because they will need to actively change their habits and behaviors to healthier ones. How can we as educators demonstrate the importance of these behaviors?”

4. Guided Practice: Transmission of Parasitic Worms

20 minutes

1. Make sure that all participants have a set of cards.

- These cards will help you teach the material to your students.
- We will show how you can use the cards to ask questions, tell stories, and explain disease transmission and prevention.
- It is important that everyone understands them completely. We will review all the cards during the sessions.

2. Tell participants to take out their set of cards and look at **Card 1**. Say:

- This picture shows how a boy got sick with schistosomiasis.
- Schistosomiasis is caused by a parasitic worm. They are very small, and it may be impossible to see them when they are in the egg or larva stage.

Ask: “Based on the picture, how does the boy get sick?”

(Answer: The boy got sick by swimming in water that was contaminated by poop. The poop carried parasitic worm eggs.)

Explain:

- The worms get in the water when someone who is sick with schistosomiasis defecates in the water. Eggs from their feces then infect the snails.
- The worms grow inside the snail until they are big enough to swim. Then they can infect people in the water by going into their skin.

Ask: “What are the boy’s symptoms?”

(Answer: Abdominal pain, bloody diarrhea, nausea, and tiredness)

Explain:

- The disease may also cause fever, coughing, and a rash.
- Over the long-term, infection may lead to malnutrition, growth problems, and

difficulty learning and working. The disease may also result in organ damage and other health problems.

Note: This description is tailored toward intestinal schistosomiasis and not urinary schistosomiasis. Please adapt if relevant to the community.

3. Tell participants to look at **Card 2**. Say:

- Intestinal worms are also parasitic worms. They include hookworms and roundworms. They are very small, and it may be impossible to see them before they infect someone.

Ask: “Based on the picture, how does the boy get sick?”

(Answer: The boy got sick by walking barefoot near poop that contained worms.)

Explain:

- When a person who is sick with intestinal worms defecates outside, worm eggs and larva from their feces go to the soil where people walk.
- Some worms can go through the skin in people’s bare feet.
- People can also ingest worm eggs while eating dirty or uncooked food or by eating with dirty hands.
- Animal feces can also spread the worms to humans and should be avoided.

Ask: “What are the boy’s symptoms?”

(Answer: Abdominal pain, diarrhea, nausea, and tiredness)

Explain:

- The symptoms are similar to schistosomiasis. The disease may also cause fever, coughing, and a rash.
- Over the long-term, the infection may lead to malnutrition, growth problems, and difficulty learning and working.

4. Tell participants to look at **Card 3** and say:

- This card shows how a sick person spreads worms to another person.
- This transmission map includes intestinal worms and the worms that cause schistosomiasis.

Ask:

“In groups, look at the transmission map. Discuss each disease route. How does a person who is sick with intestinal worms spread the disease to another person?”

After a few minutes of group discussion, ask one group each to explain a different route.

(Answers: Transmission routes → 1) Water- We can get worms by drinking water or swimming in water that is contaminated with poop. 2) Flies- Flies land on poop and then on food that we eat. 3) Hands- We get sick by not washing our hands after using the bathroom or before eating. Worm eggs can be on our hands. 4) Food- If we do not wash or cook fruits and vegetables before eating, they may be dirty from poop and worm eggs. 5) Feet- Some worms can go through the skin when people walk barefoot.)

5. In groups, ask participants to think of ways to stop the transmission. Ask them to think of barriers for each of the 5 transmission routes on the card. Walk around to check understanding.

(Possible answers: 1) No defecation near water sources. 2) No open defecation leads to fewer flies. 3) Washing hands. 4) Washing or cooking vegetables before eating. 5)

Wearing shoes.)

6. Ask and collect answers:

"Have you seen the impact of these diseases on your schools and your community? How?"

**5. Guided Practice:
Transmission of
Trachoma**

10 minutes

1. Tell participants to look at **Card 4** and say:

- Trachoma is a type of bacteria that gets in people's eyes. It is the leading infectious cause of blindness in the world and is very common in Ethiopia.
- You can prevent the disease with good hygiene behaviors.
- Ask: "Based on the transmission map, how does one person with trachoma transmit the disease to another person?"

(Answer: 1) Flies- Flies land on nose or eye discharge from a sick person and then land on the face of a healthy person. 2) Dirty Hands- A sick person rubs their eyes and then touches a healthy person's hands. If they touch their dirty hands to their eyes, they can also get trachoma. 3) Dirty Cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.)

"So, for instance, a child gets trachoma from a fly. Then his mother cleans his face with a cloth, and afterwards she cleans his brother's face with the same cloth. This will transmit trachoma to the brother as well."

Ask:

"What attracts the flies?"

(Answer: Dirty faces attract flies. Also, flies breed in poop and dirty environments.)

2. In groups, ask participants to think of behaviors that will stop the transmission of trachoma. Ask them to think of barriers for the 3 transmission routes on the card. Walk around to check understanding.

(Possible answers: washing faces, washing hands, no open defecation, not sharing face cloths)

3. Tell participants to look at **Card 5**:

"This card shows the impact of trachoma. It usually begins as eye irritation with discharge, but after multiple reinfections, it can make a person blind."

Ask:

"How can trachoma make life difficult for people?"

**6. Activity:
Storytelling**

30 minutes

1. Tell participants to turn to **Story 1** in [Section 5.2](#). Say:

"As a tool for teaching about trachoma, we will read a short story that may be similar to life in your community. Stories are a good way to teach health messages to people. People can connect to the characters in the stories and learn from their actions."

2. Ask for a boy name and girl name that are common in the community. They can use these names in the story.

3. Instruct the participants to read the story aloud in their groups as they would to their students.

After the groups finish the story, ask:

- ✓ How did Girl get sick?

	<ul style="list-style-type: none"> ✓ What do you think her life is like after she becomes blind? ✓ What do you think happened to <u>Boy</u>? How is his life? ✓ If <u>Girl</u> was in your class, what would you tell her? <p>4. Tell participants to turn to Story 2 in Section 5.2. Say:</p> <ul style="list-style-type: none"> - You can use this story with your students to teach them about worms. - Change the character’s names to fit your community. - Read this story aloud to your students and stop to ask them questions about what they think will happen next or what the characters should do. - This story includes questions that will help students think ahead about prevention behaviors. <p>5. Instruct the participants to read the story aloud in their groups as they would to their students.</p> <p>After the groups finish the story, ask:</p> <ul style="list-style-type: none"> ✓ Do you think this story will help your students learn? ✓ What changes would you make to it? ✓ What other activities can you do with these characters and the cards?
<p>7. Closing: Summary</p> <p>5 minutes</p>	<p>1. Summarize:</p> <ul style="list-style-type: none"> - The goal of this session was to introduce the education program and learn basic facts about schistosomiasis, intestinal worms, and trachoma. - We used storytelling as a tool for reviewing and thinking ahead about prevention. - You and your students can create your own stories to teach about these diseases. - Interactive methods enhance understanding and help students remember. <p>2. Say:</p> <p>“In the next session, we will learn more about ways to prevent diseases. Any questions or comments?”</p>

Coffee Break

ToT Session 2: Connection of Good Health to Hygiene Behaviors

Title	How to Prevent Diseases through a Clean Body and Clean Environment
Materials Required	<ul style="list-style-type: none"> ✓ Chalk ✓ Cards (one set per school group) ✓ Handwashing set- basins, water bottles, soap, paper towel (1 set per 10 people) ✓ Soap for each school group
Objectives	<p>Participants will gain practical knowledge of disease prevention behaviors.</p> <p>Participants will assess WASH at their schools and evaluate what is needed.</p>
<p>Opening: Risk of Open Defecation</p> <p>10 minutes</p>	<p>1. Ask and collect answers:</p> <p>"How does open defecation spread parasitic worms? How does it help spread trachoma?"</p> <p>(Answer: Feces spreads the parasitic worms to the water and soil where people walk</p>

and swim. Feces also attracts flies that can spread bacteria to people's eyes.)

Ask:

“Is open defecation a problem in your students’ community?”

2. Explain:

- **One of the most important facts to teach students is that feces can cause and spread disease.**
- Talk to students about feces, use the common word for it, and help them understand that all poop—human, animal, child, adult-- can be extremely harmful and make people sick.
- This is why it’s important that people learn to use the latrine properly, wash their hands, and keep their environment clean.

3. Ask and collect answers:

“What are ways that open defecation can spread poop to our mouths?”

(Possible answers: Flies land on poop and then on food. Flies land on fruits and vegetables that we eat without washing. A person does not wash hands after defecating and then eats. A person drinks water from a source where people defecate.)

Explain:

- Even one gram of feces can be dangerous and can contain 10 million viruses, 1 million bacteria, and over a hundred parasites. We do not want these to spread to our water, our children, or ourselves.

1 gram of feces can contain
10,000,000 viruses
1,000,000 bacteria
100 parasite eggs

- We may not see such a small amount of poop, but it can still make us sick.

4. Say:

“Tell you students: Would you eat poop? If you don’t wash your hands, you may be eating it!”

2. Activity: “Germs Everywhere” Game

15 minutes

1. Introduce the activity:

“This next game is another good way to show how germs spread through dirty hands.”

2. Play the game:

- Ask for 15-25 participants to come to the front.
- Ask 4 participants to cover both palms of their hands with chalk (charcoal or ash can also be used). They are the people who “did not wash their hands.”
- Tell all the participants to stand in a circle (or in two lines that face each other). The participants with dirty hands are in different parts of the circle.
- One person will start by shaking the hand of the second person for 5 seconds. The second person will shake the third person’s hand and so forth around the circle.
- After everyone shakes hands, ask participants to raise hands if they see any dust on them. Even a small amount of dust will count.
- Ask everyone with dirty hands to act like they are sick.

3. Say:

“The chalk on their hands represents the germs that they touched during the day—from soil, feces, dirty cloths, animals, etc. You won’t see the germs, but they spread easily between people. That is why handwashing is so important.”

Ask:

“What would happen if everyone in the circle had clean hands?”

3. Guided Practice: Clean Body Behaviors

15 minutes

1. Say:

“Now we will talk about personal hygiene behaviors that protect against schistosomiasis, intestinal worms, and trachoma. These behaviors relate to having a clean body, especially clean face, clean feet, and clean hands.”

2. Tell participants to look at **Card 6**. Say:

- This card shows two of the clean body behaviors to teach students.
- “Why is it important to wash your face with soap and water?”

(Answer: Dirty faces attract flies, which may carry trachoma.)

Explain:

- Trachoma is very common in young children.
- To prevent vision problems and blindness, tell students to wash their faces.
- If students have symptoms of trachoma, they should go to a health worker.

Ask: “How can the PTA help teach this healthy message to families?”

3. Continue with **Card 6**:

- The second behavior on the card is wearing shoes.
- “Why is it important for people to wear shoes outside?”

Explain:

- Wearing shoes helps prevent intestinal worms since worms go into the skin of the feet from the soil.
- If children do not have shoes, teach them to avoid dirty areas, especially areas with feces on the ground. However, they may still get sick if they do not have shoes.
- If students have symptoms of intestinal worms, they should go to a health worker.

4. Tell participants to look at **Card 7**. Say:

- One of the most important behaviors is washing hands with soap and water.
- People use their hands all day for many different types of activities, but we should always wash our hands when touching two types of things.
- “According to the card, we should always wash our hands **after** touching what?”

(Answer: After touching feces)

- Always wash hands after touching any poop. Babies can also spread disease in their poop.
- “According to the card, we should always wash our hands **before** touching what?”

(Answer: Before touching food)

Explain:

- **The most important times to wash hands are after contact with feces and before contact with food.** The reason is that feces carries disease. If it’s on our hands

	<p>when we eat, we can ingest it.</p> <ul style="list-style-type: none"> - “Like we saw, even 1 gram of feces can carry worms and bacteria. We may not see such a small amount, so we need to be sure and wash hands.” <p>5. Say:</p> <p>“Now we will practice how to teach handwashing to your students.”</p>
<p>3. Activity: Handwashing in Groups</p> <p>20 minutes</p>	<p>1. <i>Distribute basins, water bottles, soap, and paper towel to groups. You can combine groups if there are not enough handwashing sets. Alternatively, you can have handwashing stations already set up that groups gather around.</i></p> <p>2. <i>Tell participants to look at Card 8 and say:</i></p> <ul style="list-style-type: none"> - Handwashing with soap and water is one of the most important behaviors for disease prevention. It helps prevent many diseases, many more than the ones we talk about today. It is also one of the cheapest ways to prevent disease. - “We want to be sure that students are washing their hands correctly. This card shows the steps for correct handwashing that you can model to your students.” <p>3. <i>Instruct 2 people in each group to be the “handwashing teachers.” One person will say the step, and the other person will do it. They will model the behavior as they would to their students. Give extra time if other people in the group want to practice also.</i></p> <p><u>Steps:</u> 1. Wet hands with clean water. 2. Use soap to lather hands. 3. Scrub your hands for several seconds. 4. Clean between your fingers 5 Clean under your nails. 6. Rinse hands with clean water.</p>
<p>4. Guided Practice: Clean Environment Behaviors</p> <p>20 minutes</p>	<p>1. Say:</p> <p>“Many things in a person's surroundings also affect their health. For this reason, we will also talk about environmental health behaviors to prevent disease. These behaviors relate to having a clean environment, especially a clean place, clean water, and clean food.”</p> <p><i>Explain:</i></p> <ul style="list-style-type: none"> - Schistosomiasis, intestinal worms, and trachoma are spread through a lack of access to safe water, sanitation, and hygiene (WASH). - Access to WASH is important for preventing many diseases. Since children are most at risk for these diseases, it is important that schools have a WASH plan. - For water, schools should provide a way for students to wash their hands with soap. Water for handwashing does not have to be as clean as drinking water, but it should be from a source that is not contaminated by feces. Water needs to be stored in a clean container and have soap available. - For sanitation, schools should have latrines and a system for cleaning them and for disposing of feces and other garbage. - For hygiene, the NALA program teaches you how to promote healthy behaviors to your students. - All three areas in WASH strengthen and support one another. If one is missing, then the risk for disease increases. <p>2. <i>Tell participants to look at Card 9 and say:</i></p> <p>“On the left, this card shows two ways that the environment can be unhealthy. On the right, it shows two ways that we can make it safer for our schools and our students.”</p> <p><i>Ask:</i> “What behavior do you see in the top pictures?”</p>

Explain:

- We already discussed the dangers of open defecation, and how using a clean latrine is the safest way to dispose of feces.
- Feces should be washed down the latrine and not be seen outside.

Ask:

“Why is it important to clean the latrine?”

(Answer: Bad smells keep people from using them. Dirty latrines attract flies that can spread diseases.)

3. Continue with **Card 9**. *Ask:*

“What behavior do you see on the bottom?”

Explain:

- The yard where people walk should also be clean of feces and trash. A dirty environment attracts flies and can spread diseases.
- *Ask:* “What should people do about animal feces in the school yard?”

(Possible answer: Animal feces also carries diseases. Clean it up and keep it away from the school. If it is used for fertilizer, it should be handled carefully. Proper handwashing is important whenever a person touches feces.)

4. Tell participants to look at **Card 10**:

- This card shows two other healthy behaviors to teach students.
- *Ask:* “What is the healthy behavior at the top?”

Explain:

- Even if we collect water from a clean source, it can still get dirty during storage.
- It is important to store water in clean, covered containers. Clean water can become contaminated by a dirty container.

Ask:

“Water should also be stored in closed containers. Why?”

(Answer: Flies or other animals can land in the water and contaminate it with dirt and feces.)

5. *Ask:*

“What behavior is at the bottom?”

Explain:

- Dirt on fruit and vegetables can carry parasitic worm eggs. For this reason, wash/peel/or cook fruit and vegetables before eating them.
- Also, raw meat can carry worm eggs if the animal is infected. Cooking meat at a high temperature will kill the eggs.

6. *Ask and collect answers:*

“How can you make the environment at your school healthier for the students?”

6. Activity: WASH Pre-Assessment for Schools

25 minutes

1. *Say:*

“We discussed earlier in the session about how WASH is important for schools. We understand if your school does not have good WASH now. However, for the health education program to be successful, the school must be clean and have a way for

students to wash their hands."

2. *Explain:*

- In the school, there should be a place for people to wash their hands.
- Water for handwashing does not have to be as clean as drinking water, but it should be from a source that is not contaminated by feces. Water needs to be stored in a clean container and have soap available.
- The school's handwashing station can be simple, like a tippy tap or an elevated jerrycan with a cup for pouring. The school can have a rotation for people to bring water, and there must be soap.
- "As we saw, it is important to have soap so that students can clean all the dirt off their hands. You can attach the soap to a string near the handwashing station so it does not get lost."



← *Tippy tap with soap on string*

3. *Ask and collect answers:*

"How can your school make sure there's soap in the future?"

(Possible answers: Put it in the school budget, Ask PTA to fund it)

4. *Tell participants to turn to [Form A](#) in **Section 6.5**. Say:*

- Each school group will fill out a WASH pre-assessment form. This form will help assess what is needed to make the school healthier.
- The last part of the form asks for specific plan and a point person for each element: handwashing, clean environment, and hygiene education.
- "Answer the questions as best as you can."

Walk around as they work to see if there are any questions.

5. *Say:*

"You can also think of ways to incorporate behaviors into the school day. For example, if your school has a feeding program, you can add handwashing before it."

7. Closing

5 minutes

1. *Ask and collect answers:*

"What are some challenges you see with promoting these behaviors and WASH at your school?"

Lunch Break

ToT Session 3: How to Teach Students about Healthy Behaviors

Title

How to Influence Student Behavior through Interactive Activities and Behavior Change Techniques

Materials

- ✓ Education manuals
- ✓ School Pledge Form ([5.4](#))

Required	✓ Paper and pens
Objectives	<p>Participants will gain practical knowledge on behavior change techniques to enhance their students' education.</p> <p>Schools will formally commit to the health program.</p>
<p>1. Opening Activity: Songs and Rhymes</p> <p><i>30 minutes</i></p>	<p><i>1. Explain:</i></p> <ul style="list-style-type: none"> - The education manual uses several different types of interactive methods to engage students and help them learn, such as games and demonstrations. - Songs and rhymes are another good tool to help students remember important information and make the material more interesting for them. <p><i>Ask and collect answers:</i></p> <p>“What interactive activities do you use with your students and club members?”</p> <p><i>2. Ask the participants to work in their groups to:</i></p> <ul style="list-style-type: none"> ▪ Make up a song/ rhyme about handwashing, cleaning, or another key behavior in their local language. ▪ It can be based on a popular song from the area and use new words. <p><i>3. Ask the groups to share their songs.</i></p> <p><i>4. If there is time, groups can vote on their favorite song and learn it.</i></p>
<p>2. Guided Practice: Behavior Change Techniques</p> <p><i>15 minutes</i></p>	<p><i>1. Say:</i></p> <p>“Songs, stories, and games help the students learn. However, we also want them to change their behavior, which is more challenging. More than knowledge is needed to change a person’s behavior. For this reason, we also use behavior change techniques in the lessons.”</p> <p><i>2. Explain:</i></p> <ul style="list-style-type: none"> - The first technique is to make the behaviors simple and easy to do. - Show the students how to wash their hands properly and let them practice it. This gives them the skill and the confidence to do it more easily the next time. - Also, remove the barriers to handwashing. If the handwashing station is close to the latrines, then students do not have to look far to wash their hands. <p><i>Ask:</i></p> <p>“How can we make the latrines easier to use?”</p> <p><i>(Possible answers: Clean latrines so they smell better and are easier to use. Make a path to the latrines so it is easier to get there.)</i></p> <p><i>3. Explain:</i></p> <ul style="list-style-type: none"> - Another technique is using emotion as a motivator. - Peer pressure and the feeling of affiliation with others can make people change. - For this reason, teachers and school staff should model the correct behaviors. - Also, the club members will be ‘peer leaders’ to the other students and encourage them to be healthier. <p><i>Ask:</i></p> <p>“Do you see it in your school—students following the example of another student?”</p> <p><i>Continue:</i></p>

- Another emotion that works to change behavior is the feeling of disgust.
- For this reason, we want students to feel disgust at the idea of open defecation and getting infected by worms and bacteria. If they feel disgust, students are more likely to avoid the unhealthy behaviors and stay clean.
- Ask questions that will make the students feel disgusted, like ‘Would you eat poop?’ to encourage them to wash their hands.

Say:

"Use stories and emotions to convince students of the importance of change to their health. Once enough people practice these behaviors, there will be social pressure for other people to practice them also."

4. Explain:

- Another behavior change technique is to change the context. Many behaviors are habits that people do without thinking about them. These behaviors are how they act everyday if nothing changes.
- People are more likely to change behaviors if the situation around them changes.

Ask:

"For example, imagine a young woman gets married and she moves to a home that is far from the water point. What are some ways that her daily actions change?"

(Possible answers: She wakes up earlier to get water. She takes more water each time so she does not have to go as often. She gets unclean water from a stream closer to her and treats it with Wuha Agar.)

Say:

"For this reason, we want to change the context in the school. During Health & Hygiene Week, the school will feel different for students with more games and activities. This will help them build a connection to the healthier behaviors. Also, the student clubs will do a project to change the school environment and make it healthier."

3. Overview: Lessons and Resources in the Manual

30 minutes

1. Explain:

- Before Health & Hygiene Week, the school will need to plan time to teach the club students and train the teachers on how to deliver the lessons.
- If there is both a WASH and a health club, they can split the responsibilities.
- One club can be in charge of the small project, and the other club can provide the peer leaders.
- "To make sure you are comfortable with the materials, let's look over them now."

2. Tell participants to open to [Part 2- ToT for Individual Schools](#). Explain:

- The full ToT has 5 sessions. The ToT for the teachers is much shorter and can be completed in 2 sessions.
- The reason is that there are special sessions for the club members and for planning that the teachers do not need.
- For your school's ToT, make sure to review the student lesson plans ([Part 4B](#)) with the teachers.

3. Tell participants to open to [Part 3- Lesson Plans for the Health/WASH Clubs](#). Explain:

- Before Health & Hygiene Week, you will need to give the health lessons to the student clubs. There are 4 sessions.
- The first 2 sessions are similar to the student lesson plans. However, the clubs have a special role during this week. Their sessions 3 and 4 are special for them.
- If you train two student clubs, you can divide their responsibilities. For example,

one club can be in charge of the small project, and the other club can be the peer leaders and lead the activities. In this case, the clubs receive 3 lessons each (small project club- lessons 1, 2, 3 and peer leader club- lessons 1, 2, 4.)

- Make sure to give the club members time to plan their small project and practice their activities before Health & Hygiene Week.

4. Tell participants to read over the lesson plans for the club members in their groups.

5. Ask and discuss:

- ✓ “Will you make any changes to the plans?”
- ✓ “Will both clubs receive the lessons? Will they have different roles during Health & Hygiene Week?”
- ✓ “Will you give all the sessions in one week? If not, how long will you need?” (*This is important for planning enough time before Health & Hygiene Week.*)

4. Overview: Monitoring and Evaluation (M&E) tools

20 minutes

1. Ask and collect answers:

“What are some ways that we can check if the program is successful?”

2. Tell participants to open to [Section 6.5- Monitoring & Evaluation Forms](#). Explain:

- Monitoring and evaluation is how we assess the progress of the program.
- It helps us check changes in student behavior and the school environment from before the intervention to after.
- Also, it helps us see if the changes are sustained over a long time.
- With the information on the forms, you can evaluate if the program is successful.
- You can also assess if any more interventions are needed: more health education, more WASH improvements, etc.

3. Assign a different form (**A, B, C, or D**) for each group. More than one group can review the same form.

"In your group, review the questions on the form. Make sure everything is clear."

Discuss in groups:

- ✓ When do you use this form?
- ✓ Who fills it?
- ✓ What is its purpose?
- ✓ Are all the questions clear?

4. Ask different groups to describe each form.

Say:

“A NALA representative will also visit the school to check progress on the program.”

5. Ask:

"What are other ways that we can monitor the success of the program?"

5. Pledge: Schools Commit to Health

20 minutes

1. Say:

“To end the first day, we will ask the schools to make a pledge and commit to providing a healthy environment for your students. This is an activity that you can adapt and use with the students during Health & Hygiene Week. This will help ensure the success of the program.”

2. Tell the participants to turn to [5.4 School Pledge](#) in the back of the manual. Tell the participants to read the pledge in their groups and discuss:

	<ul style="list-style-type: none"> ✓ Is our school able to commit to the three bullet points in the pledge? ✓ Are there any changes you would make to the pledge? <p>3. Discuss any problems that the groups have with the pledge.</p> <p>4. Ask the groups to sign a printed copy of the pledge to show their commitment. Alternatively, ask the participants to stand and say the pledge together.</p> <p>5. Tell participants to turn to 5.5 Student Pledge. Explain:</p> <ul style="list-style-type: none"> - An example student pledge is after the school pledge. - This is a good activity for the closing event of Health & Hygiene Week. - Students can all read the pledge aloud together. - Alternatively, the pledge can be painted on a wall and students can commit with a painted handprint. - You can adapt the pledge to fit the needs of your school.
6. Closing <i>5 minutes</i>	<p>1. Ask and collect answers:</p> <p>“Drama is also a fun way to engage the students. What are some ways that you can use drama to teach the health program?”</p> <p>2. Say:</p> <p>“Tomorrow we will talk more about the small projects and Health & Hygiene Week.”</p>

DAY TWO

ToT Session 4: Improving School Health with Small WASH Projects

Title	How to Lead Students in Initiating a Small Project for the School
Materials Required	<ul style="list-style-type: none"> ✓ Photos of examples of small WASH projects -- Photos are in Section 5.6 ✓ Several random objects for the game, such as a ball, fork, pen, empty water bottle, a piece of string, empty Coca Cola can, socks, etc. ✓ Pen and paper for participants to write their ideas
Objective	<p>Participants will be able to creatively design small WASH projects.</p> <p>Participants will be able to lead students in designing their own WASH projects to meet the needs of the schools.</p>
1. Opening: WASH in Schools <i>10 minutes</i>	<p>1. Say:</p> <p>“Welcome back to NALA’s Training of Trainers (ToT). Today we will focus on planning and implementing small projects focused on water, sanitation and hygiene (WASH) with your students.”</p> <p>2. Ask the participants to partner with another person and discuss:</p> <p>“What are some problems you see with WASH at your school? Why is it a problem?”</p> <p>3. Ask a few pairs to share their answers.</p> <p>4. Say:</p> <ul style="list-style-type: none"> - Even small changes to the environment can make the school healthier and can

encourage students to do the correct behaviors.

- For example, painting the handwashing station in a bright color can attract more students to use it. Hygiene messages and images on the walls can serve as a colorful reminder that the students see. Also, mirrors near the handwashing stations will encourage students to wash their hands and faces.

2. Activity: How Can We Use this Object? Game

20 minutes

1. Introduce the game:

“We will now play a game that you can use with the health club students to introduce the projects. This game will make them think of new ways to use objects. This will help you and your students be more creative in planning a project and better use the resources available in your school.”

2. Give an example with an empty water bottle:

- This bottle is used to carry and drink water.
- “What else can we use it for? Let’s think of some ideas.”
- Blow into the bottle to make a noise. For example, it can be a musical instrument.

Ask the participants for other ideas. Ideas can be anything, and they do not need to relate to WASH or NTDs:

(Examples of other uses for the water bottle: vase for flowers, cut the bottle in half and add soil and seed to make a planter, paint it to make a toy boat, etc.)

3. Play the game:

Game: How can we use this object?

- Divide participants into small groups.
- Each group gets a random object.
- They must think of different ways to use the object. The ideas can be anything and do not have to relate to the education program.
- The group with the most ideas is the winner.

3. Guided Practice: Small WASH Projects

15 minutes

1. Say:

“Now we will think of small projects that the health/WASH club students can do in the school to make it a healthier place.”

2. Ask and collect answers:

“Why do we want to do small projects in the school?”

(Answer: To improve WASH conditions with limited money and resources)

“Why is it important for the health/WASH club and students to do the project?”

(Possible answer: To involve and motivate the students to change their behavior)

3. Say:

“Now we will look at some ideas for small projects at school. These projects help solve a problem at the school and make it a healthier place.”

Give an example. Use a picture or actual objects if possible:

- There is a problem at School A. There is no water close to the latrines, but there is clean water farther away.
- The WASH club at School A met to discuss the problem. They decided to get 2 jerrycans. They decorated them, and then cut off the top of one jerrycan and tied a string attached to a cup to use for washing hands. The second jerrycan is used to carry water from the water source.

- The health club made a rotation schedule. Each day a different student is in charge of cleaning and filling the jerrycan.

4. Give another example:

- There is a problem in School B. The area near the latrines is not pretty or interesting for students.
- The health club at School B decided to paint health murals on the walls.
- “What are some examples of what they can paint?”

5. Give another example, but let the participants think of the solution:

- There is a problem at School C. The girls’ bathroom has no door, and they want more privacy.
- “What are some ideas for what they can do?”

6. Tell participants there are pictures of these examples in [Section 5.6](#).

**4. Activity:
Planning a Small
Project**

25 minutes

1. Say:

“Now we will design our own projects in groups. Each group will have their own problem to solve. They will think of a small project as a solution and present your project to everyone after.”

2. Participants divide into groups. Give each group a problem. Schools can also choose their own problems:

- Problem 1: There is no handwashing station.
- Problem 2: There is no soap at the handwashing station.
- Problem 3: There are many holes along the path to the latrines, and it is hard to walk there.
- Problem 4: Latrines are dirty and smell bad, and there are lots of flies.
- Problem 5: Parents of students do not know how to prevent disease.

3. Make sure that each group has a pencil and a pen. Tell them to write the following on their paper:

- ✓ What is the problem?
- ✓ What is their solution?
- ✓ What materials do they need?
- ✓ What steps are needed to do this project?
- ✓ What are some potential challenges they may have?

Alternatively, they can use [6.2 Small Project Planning Sheet](#) in the back of the manual.

4. In groups, participants discuss their problem and their small project solution.

5. Presentation

45 minutes

1. Each group will now present their ideas and tell what steps and materials are needed.

Note: If there are more than 20 groups, you can ask only a few groups to present their projects for comment. Alternatively, you can take the coffee break before the presentations. Then you can complete the presentations after the break and before lunch.

2. As each group presents, ask questions if anything is unclear in their idea. Let other participants ask questions also.

3. Say:

“You will do this same activity with you students and let them think of problems and solutions that are relevant for your school. After they all present, let the students vote

	on their favorite idea to do as a club.”
6. Summary <i>5 minutes</i>	<p>1. <i>Ask and collect answers:</i></p> <p>“In your opinion, which solution that you saw today would work the best for your school?”</p> <p>2. <i>Say:</i></p> <p>“We had great ideas today. When you do this activity with your students, guide them so their ideas are realistic to the school’s needs. But remember to let your students take charge in planning and doing the project.”</p>

Break

ToT Session 5: Planning for Health & Hygiene Week

Title	How to Deliver the Lessons to the School Community
Materials Required	<ul style="list-style-type: none"> ✓ Tape ✓ Education manuals ✓ Paper and pens
Objectives	<p>Participants will draft plans for health education in their schools.</p> <p>Participants will brainstorm solutions to potential challenges related to the health program.</p>
1. Opening Activity: How to Play Worm Tag <i>20 minutes</i>	<p>1. <i>Ask for 5-6 volunteers to demonstrate the next game, which will be very active.</i></p> <p>2. <i>Introduce the game:</i></p> <ul style="list-style-type: none"> - This next activity is a form of the game “tag.” - It’s a fun way to teach your students about how schistosomiasis spreads. - Worm Tag is played outside, and it can be a good game for the club members to teach the other students. - The volunteers will model how the game is played. <p>3. <i>Play the game:</i></p> <ul style="list-style-type: none"> ▪ Using tape or chalk on the floor, designate an area to be a water body contaminated with parasitic worms (schistosomiasis). ▪ Choose one participant to be the worm, and he will stay in the “water”. The other participants wait on the edge. ▪ When you call out, “In the water!”, all the volunteers jump in and cannot leave until you tell them “Out of the water!” The worm chases them and tries to catch them when they are in the water. ▪ Call the participants out quickly the first time, but wait longer to call them out the next time. ▪ If they get caught, they wait outside the water and act sick. <p>3. <i>After three rounds, stop and ask:</i></p> <p>“What happens the longer you stay in the water with the worm?”</p>

	<p>4. Say:</p> <p>“If you play this game with your students, you can make it more difficult after a few rounds. Say that someone pooped in the water, and now there are more worms. Tell 2-3 of the students to go in the “water” and be worms also. It will be harder for the students to escape them.”</p> <p>5. Ask:</p> <p>“Do you think your students will like this game? Why or why not?”</p>
<p>2. Overview: Health & Hygiene Week</p> <p><i>10 minutes</i></p>	<p>1. Say:</p> <p>“Health & Hygiene Week is the main event of the education program. All the students and parents should be engaged this week and motivated toward healthier behaviors. We will now talk about the different parts of the week. These are suggestions, and you can adapt them to the needs of your school.”</p> <p>2. Explain the preparation activities:</p> <ul style="list-style-type: none"> - Set a date for Health & Hygiene Week. Plan enough time for club members and teachers to receive the health education beforehand. Communicate the dates to the NALA team for support. - Advertise the week to parents and students. This will encourage attendance. - Make a schedule for the week, including health education and activities. - Pair club members with teachers to be peer leaders in class to the students. - Club members plan activities to do with the students during the flag ceremony. - Club members plan a small project. - The school yards and latrines should be cleaned before the start of the week. <p>3. Explain the recommended format for the week:</p> <ul style="list-style-type: none"> - Opening Ceremony: Principal and club coordinators introduce the program and describe what’s happening during the week. Club members can teach a song to motivate the students. - Health education in the classes: Different classes have it at different times so everyone can use the poster and cards and have access to the handwashing station. - Activities during the morning or breaks: Club members do activities (games, drama) with the students. - Small project: Club members work on a small project that week for the school. - Parent event: Invite parents after school to learn about healthy behaviors. - Closing Ceremony: Club members introduce their project to the school. Students make a pledge to commit to healthy behaviors.
<p>3. Activity: Action Plan for Health Education</p> <p><i>25 minutes</i></p>	<p>1. Say:</p> <p>“To help you prepare for Health & Hygiene week, we will now give you some time to make an action plan in your school groups. You will not be able to plan all parts of the week yet, such as the small projects. However, this is a good way to start thinking about what you will need and how much time you need to prepare.”</p> <p>2. Tell participants to open to 6.3 Action Plan for Health Education. Have blank paper available if they run out of space or have other ideas. Give them time to do the form and walk around to check progress and answer questions.</p> <p>Explain:</p> <ul style="list-style-type: none"> - If they need a resource, they can read ideas in Part 3- Health & Hygiene Week. <p>3. If you have participants who are not from a specific school (i.e. representatives from the</p>

	<p>woreda), ask them to make an action plan for the children who are not in school.</p> <ul style="list-style-type: none"> ✓ What are ways they can reach these children? ✓ How can they engage them in health education? ✓ How can they encourage them to come to MDA campaigns?
<p>4. Activity: Roundtable Discussions 30 minutes</p>	<p>1. Say: "We will brainstorm some final issues."</p> <p>2. Divide participants into groups of 10-15 people.</p> <p>3. Give groups a topic to discuss. Switch topics every 3-5 minutes. Walk around to observe and encourage discussions. Possible topics for the roundtable discussion include:</p> <ul style="list-style-type: none"> ✓ What are some ideas you had to engage parents during Health & Hygiene Week? ✓ How can we increase shoe-wearing in our schools? ✓ What are challenges you see with implementing the program? ✓ What are some ways that the school can raise money to improve the WASH conditions? ✓ How can we encourage more families to come for the MDA campaign? ✓ How can we keep animals out of the school yard? <p>4. After each question, ask for a few people to share their responses.</p>
<p>5. Reflection 25 minutes</p>	<p>1. Say: "Before we leave today, we will reflect on how you felt about the ToT and your expectations for the program."</p> <p>2. Ask and discuss. Alternatively, participants can fill out a survey form:</p> <ul style="list-style-type: none"> ✓ What was your favorite part of the ToT? What was your least favorite part? ✓ Which activities (games, stories, song, pledge) do you think will work best for your students? Are there any activities that you will not use? ✓ Was anything not clear that you learned? ✓ Are the graphics in the cards and poster clear? ✓ Would you make any changes to the training or health program? ✓ Do you feel comfortable to teach the health education program now? To run Health & Hygiene Week? ✓ Any questions or concerns?
<p>6. Closing Clap 10 minutes</p>	<p>1. Say: "We will now close the ToT with the 6 key messages and a clap."</p> <p>Closing Clap</p> <ul style="list-style-type: none"> ▪ Say one of the key messages (clean hands) and everyone claps once together. ▪ Point to a participant to say another key message and everyone claps once. ▪ They point to another participant who says another key message etc. ▪ Repeat it again but faster. <p>2. Thank the participants for taking part in the ToT and being motivated to make their students and schools healthier.</p>

Part Two

2. Sessions for Teachers in School



2.1 Timeframe

After attending the ToT for All Schools, the school groups will schedule a time to train the other teachers at their own school. The sessions for the teacher training can be completed in half of a day (~4 hours) and must be led by someone who attended the wereda ToT. The teacher training should be held before Health & Hygiene Week, so that the teachers have enough time to review and plan their lessons.

2.2 Outline

Sessions for Teachers	
Participants	Teachers in the school
Facilitator	Club coordinator or principal
Duration	2 sessions
Materials	<ul style="list-style-type: none"> ✓ Blackboard and chalk/marker ✓ Papers and pens ✓ Place for handwashing with soap and water ✓ Chalk/charcoal for game ✓ Set of Cards ✓ Poster ✓ Tape

2.3 Sessions for Teacher Training

The schools can adapt these sessions to fit their needs.

<u>Session 1: Awareness of NTDs in My Community</u>	
Title	Introduction to the Health Education and Disease Prevention Program
Materials Required	<ul style="list-style-type: none"> ✓ Education manual ✓ Set of Cards
Objectives	<p>Participants will become familiar with the health education program: its structure, their roles, and key messages.</p> <p>Participants will gain a deeper understanding of hygiene-related NTDs that are common in their community.</p>

<p>1. Opening</p> <p>10 minutes</p>	<p>1. <i>Welcome the teachers:</i></p> <p>“Welcome to the teacher training for NALA’s health education and disease prevention program. This training will give you both knowledge and tools to use in our school to keep our students healthy. The training is interactive with several activities, all of which you can do with your students.”</p> <p><i>Say:</i></p> <p>“All the people in the school community will play a role in this program. The teachers will hold two health lessons for the students, and the student clubs will have a very special role during the program.”</p> <p>2. <i>Ask the teachers to sit with a partner and discuss:</i></p> <p>“Do you know someone who had stomach problems or eye problems in the last year? What were their symptoms? What did they do to get better?”</p> <p>3. <i>Ask for a few people to share their answers.</i></p>
<p>2. Activity: Whisper Game</p> <p>15 minutes</p>	<p>1. <i>Introduce the activity:</i></p> <p>“As an introduction to the program, we will play a quick game about message transmission. I want to keep you active and have you thinking about how we transmit information to other people. This is a good game to play with your students. The students will also be responsible for spreading the health messages to other students and their families.”</p> <p>2. <i>Play the game:</i></p> <ul style="list-style-type: none"> ▪ Ask for the teachers to stand and form a line in the front of the room. ▪ Whisper this message to the first person in the line, “The key messages that we will teach are having clean hands, clean face, clean feet, clean food, clean place, and clean water.” Make sure no one else hears it. ▪ Tell the first person in line to whisper that message in the ear of the next person. They can only whisper it one time. Make sure no one else hears them. ▪ The second person whispers the message to the third person, etc. They have to whisper what they hear, even if it does not make sense. ▪ At the end of the line, ask the last person to say what he heard. <p>3. <i>After the participants sit back down, ask and collect answers:</i></p> <p>“How can we transmit our message better?”</p> <p>4. <i>Explain:</i></p> <ul style="list-style-type: none"> - One way is to make the message simpler. We do that by grouping the 6 key messages into two groups: having a clean body (personal hygiene) and keeping a clean environment. - Another way is to make sure that more people hear the original message. That’s why the health program focuses on many groups: teachers, student clubs, students, and parents. They will all learn the material and be better able to pass it on to others.
<p>3. Introduction to the Program</p> <p>20 minutes</p>	<p>1. <i>Say:</i></p> <ul style="list-style-type: none"> - This community was chosen for a health education program because of the prevalence of schistosomiasis, intestinal worms, and trachoma here. - These diseases are most common in children. They don’t usually kill people, but they cause lots of problems.

- In the short term, schistosomiasis and intestinal worms cause nausea, diarrhea, pain, and tiredness. Trachoma causes itching and irritation near the eye.
- In the long term, these diseases lead to learning difficulties, missing school, blindness, malnutrition, organ damage, and an increased risk of getting other diseases. They make it difficult for people to work and care for their families.

2. Say:

“Medicine is necessary to treat these diseases and kill the worms and bacteria that make people sick. We need to encourage students to take the medicine during the MDA. It is an important step in getting healthy.”

Ask:

“Most people get better after taking the medicine. However, after a period of time, they may get sick again. Do you know why?”

(Answer: The medicine kills the worms and bacteria in their body at the time. However, people get reinfected because they continue to do the unhealthy habits that got them sick before.)

3. Review the [Key Messages](#) in the Introduction:

Clean Body
<ul style="list-style-type: none"> ✓ Clean hands ✓ Clean face ✓ Clean feet
Clean Environment
<ul style="list-style-type: none"> ✓ Clean food ✓ Clean place ✓ Clean water

Say:

- This program teaches healthy behaviors that can prevent disease.
- The healthy behaviors are based on these 6 key messages, which are related to keeping your body clean and your environment clean.

Ask:

“Name a healthy behavior related to each of these messages.”

Ask and collect answers:

“In your opinion, which key messages are most relevant to your students?”

4. Review the [Structure of the Program](#) in the Introduction in the manual. Explain how the program will be delivered in the school and how each person plays an important role in educating the whole community (Learning Pyramid).

5. Say:

“You have a very important role for your students in disease prevention. It is more than teaching them the material because they will need to change their behaviors to healthier ones. How can we as educators demonstrate the importance of these behaviors?”

4. Guided Practice: Transmission of

1. Make sure that all participants can see the cards. Explain:

- These cards will help you teach the material to your students.

Parasitic Worms

20 minutes

- We will show how you can use the cards to ask questions, tell stories, and explain these diseases and how to prevent them.
- It is important that everyone understands them completely. We will review all the cards during the sessions.

2. Show Card 1 to the teachers. Say:

- This picture shows how a boy got sick with schistosomiasis.
- Schistosomiasis is caused by a parasitic worm. They are very small, and it may be impossible to see them when they are in the egg or larva stage.

Ask: "Based on the picture, how does the boy get sick?"

(Answer: The boy got sick by swimming in water that was contaminated by poop. The poop carried parasitic worms.)

Explain:

- The worms get in the water when someone who is sick with schistosomiasis defecates in the water. Eggs from their feces then infect the snails.
- The worms grow inside the snail until they are big enough to swim. Then they can infect people in the water by going into their skin.

Ask: "What are the boy's symptoms?"

(Answer: Abdominal pain, bloody diarrhea, nausea, and tiredness)

Explain:

- The disease may also cause fever, coughing, and a rash.
- Over the long-term, infection may lead to malnutrition, growth problems, and difficulty learning and working. The disease may also result in organ damage and other health problems.

3. Show them Card 2. Say:

- Intestinal worms are also parasitic worms. They include hookworms and roundworms. They are very small, and it may be impossible to see them before they infect someone.

Ask: "Based on the picture, how does the boy get sick?"

(Answer: The boy got sick by walking barefoot near poop that contained worms.)

Explain:

- When a person who is sick with intestinal worms defecates outside, worm eggs and larva from their feces go to the soil where people walk.
- Some worms can go through the skin in people's bare feet.
- People can also ingest worm eggs while eating dirty or uncooked food or by eating with dirty hands.
- Animal feces can also spread the worms to humans and should be avoided.

Ask: "What are the boy's symptoms?"

(Answer: Abdominal pain, diarrhea, nausea, and tiredness)

Explain:

- The symptoms are similar to schistosomiasis. The disease may also cause fever, coughing, and a rash.
- Over the long-term, the infection may lead to malnutrition, growth problems, and difficulty learning and working.

4. Show them **Card 3** and say:

- This card shows how a sick person spreads worms to another person.
- This transmission map includes intestinal worms and the worms that cause schistosomiasis.

Ask:

“Let’s discuss each transmission route. How does a person who is sick with intestinal worms spread the disease to another person?”

Ask for a different person to explain each transmission route.

(Answers: Transmission routes → 1) Water- We can get worms by drinking water or swimming in water that is contaminated with poop. 2) Flies- Flies land on poop and then on food that we eat. 3) Hands- We get sick by not washing our hands after using the bathroom or before eating. Dirt and worm eggs can be on our hands. 4) Food- If we do not wash or cook fruits and vegetables before eating, they may be dirty from poop and worm eggs. 5) Feet- Some worms can go through the skin when people walk barefoot.)

5. In groups, ask participants to think of ways to stop the transmission. Ask them to think of barriers for each of the 5 transmission routes on the card. Walk around to check understanding.

(Possible answers: 1) No defecation near water sources. 2) No open defecation leads to fewer flies. 3) Washing hands. 4) Washing or cooking vegetables before eating. 5) Wearing shoes.)

6. Ask and collect answers:

“Have you seen the impact of these diseases in this school or your community? How?”

**5. Guided Practice:
Transmission of
Trachoma**

10 minutes

1. Show the teachers **Card 4** and say:

- Trachoma is a type of bacteria that gets in people’s eyes. It is the leading infectious cause of blindness in the world and is very common in Ethiopia.
- You can prevent the disease with good hygiene behaviors.
- Ask: "Based on the transmission map, how does one person with trachoma transmit the disease to another person?"

(Answer: 1) Flies- Flies land on nose or eye discharge from a sick person and then land on the face of a healthy person. 2) Dirty Hands- A sick person rubs their eyes and then touches a healthy person’s hands. If they touch their dirty hands to their eyes, they can also get trachoma. 3) Dirty Cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.)

Ask:

"What attracts the flies?"

(Answer: Dirty faces attract flies. Also, flies breed in poop and dirty environments.)

2. In groups, ask participants to think of behaviors that will stop the transmission of trachoma. Ask them to think of barriers for the 3 transmission routes on the card. Walk around to check understanding.

(Possible answers: washing faces, washing hands, no open defecation, no sharing facial cloths)

3. Show participants **Card 5**:

	<p>“This card shows the impact of trachoma. It usually begins as eye irritation with discharge, but after multiple reinfections, it can make a person blind.”</p>
<p>6. Activity: Storytelling 25 minutes</p>	<p>1. Show the teachers Story 1 in Section 4.2. Say:</p> <p>“As a tool for teaching about trachoma, we will learn a short story that may be similar to life in your community. Stories are a good way to teach health messages to people. People can connect to the characters in the stories and learn from their actions.”</p> <p>2. Ask for a participant to read aloud the story from the manual.</p> <p>After the story is finished, ask:</p> <ul style="list-style-type: none"> ✓ How did <u>Girl</u> get sick? ✓ What do you think her life is like after she becomes blind? ✓ What do you think happened to <u>Boy</u>? How is his life? ✓ If <u>Girl</u> was in your class, what would you tell her? <p>3. Show the teachers Story 2 in Section 4.2. Say:</p> <ul style="list-style-type: none"> - You can use this story with your students to teach them about worms. - Change the character’s names to fit your community. - Read this story aloud to your students and stop to ask them questions about what they think will happen next or what the characters should do. - This story has questions that will help students think ahead about prevention. <p>4. Ask for a participant to read aloud the story from the manual.</p> <p>After the story is finished, ask:</p> <ul style="list-style-type: none"> ✓ Do you think this story will help your students learn? ✓ What changes would you make to it? ✓ What other activities can you do with these characters and the cards?
<p>7. Closing: Summary 5 minutes</p>	<p>1. Summarize:</p> <ul style="list-style-type: none"> - The goal of this session was to introduce the education program and learn basic facts about schistosomiasis, intestinal worms, and trachoma. - We used storytelling as a tool for reviewing and thinking ahead about prevention. - You or your students can create your own stories to teach about these diseases. - Interactive methods enhance understanding and help students remember. <p>2. Say:</p> <p>“In the next session, we will learn more about ways to prevent diseases. Any questions or comments?”</p>

Break

Session 2: Connection of Good Health to Hygiene Behaviors

Title	How to Prevent Diseases through a Clean Body and Clean Environment
Materials Required	<ul style="list-style-type: none"> ✓ Chalk ✓ Set of Cards

	<ul style="list-style-type: none"> ✓ Place for washing hands with soap and water ✓ Copies of Student Lesson Plans (Part 4B) 				
Objectives	Participants will gain practical knowledge of disease prevention behaviors.				
Opening: Risk of Open Defecation <i>10 minutes</i>	<p>1. <i>Ask and collect answers:</i></p> <p>"How does open defecation spread parasitic worms? How does it help spread trachoma?"</p> <p><i>(Answer: Feces spreads the parasitic worms to the water and soil where people walk and swim. Feces also attracts flies that can spread bacteria to people's eyes.)</i></p> <p>Ask:</p> <p>"Is open defecation a problem in your students' community?"</p> <p>2. <i>Explain:</i></p> <ul style="list-style-type: none"> - One of the most important facts to teach students is that feces can cause and spread disease. - Talk to students about feces, use the common word for it, and help them understand that all poop—human, animal, child, adult-- can be extremely harmful and make people sick. - This is why it's important that people learn to use the latrine properly, wash their hands, and keep their environment clean. <p>3. <i>Ask and collect answers:</i></p> <p>"What are ways that open defecation can spread poop to our mouths?"</p> <p><i>(Possible answers: Flies land on poop and then on food. Flies land on fruits and vegetables that we eat without washing. A person does not wash hands after defecating and then eats. A person drinks water from a source where people defecate.)</i></p> <p><i>Explain:</i></p> <ul style="list-style-type: none"> - Even one gram of feces can be dangerous and can contain 10 million viruses, 1 million bacteria, and over a hundred parasites. We do not want these to spread to our water, our children, or ourselves. <table border="1" data-bbox="480 1413 879 1637" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #cccccc;">1 gram of feces can contain</th> </tr> </thead> <tbody> <tr> <td>10,000,000 viruses</td> </tr> <tr> <td>1,000,000 bacteria</td> </tr> <tr> <td>100 parasite eggs</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - We may not see such a small amount of poop, but it can still make us sick. <p>4. <i>Say:</i></p> <p>"Tell you students: Would you eat poop? If you don't wash your hands, you may be eating it!"</p>	1 gram of feces can contain	10,000,000 viruses	1,000,000 bacteria	100 parasite eggs
1 gram of feces can contain					
10,000,000 viruses					
1,000,000 bacteria					
100 parasite eggs					
2. Activity: "Germs Everywhere" Game <i>15 minutes</i>	<p>1. <i>Introduce the activity:</i></p> <p>"This next game is another good way to show how germs spread through dirty hands."</p> <p>2. <i>Play the game:</i></p> <ul style="list-style-type: none"> ▪ Ask for teachers to stand and come to the front. 				

- Ask 4 participants to cover both palms of their hands with chalk (charcoal or ash can also be used). They are the people who “did not wash their hands.”
- Tell all the participants to stand in a circle (or in two lines that face each other). The participants with dirty hands are in different parts of the circle.
- One person will start by shaking the hand of the second person for 5 seconds. The second person will shake the third person’s hand and so forth around the circle.
- After everyone shakes hands, ask participants to raise hands if they see any dust on them. Even a small amount of dust will count.
- Ask everyone with dirty hands to act like they are sick.

3. *Say:*

“The chalk on their hands represents the germs that they touched during the day—from soil, feces, dirty cloths, animals, etc. You won’t see the germs, but they spread easily between people. That is why handwashing is so important.”

Ask:

“What would happen if everyone in the circle had clean hands?”

**3. Guided Practice:
Clean Body
Behaviors**

15 minutes

1. *Say:*

“Now we will talk about personal hygiene behaviors that protect against schistosomiasis, intestinal worms, and trachoma. These behaviors relate to having a clean body, especially clean face, clean feet, and clean hands.”

2. *Show teachers Card 6. Say:*

- This card shows two of the clean body behaviors to teach students.
- “Why is it important to wash your face with soap and water?”

(Answer: Dirty faces attract flies, which may carry trachoma.)

Explain:

- Trachoma is very common in young children.
- To prevent vision problems and blindness, tell students to wash their faces.
- If students have symptoms of trachoma, they should go to a health worker.

3. *Continue with Card 6:*

- The second behavior on the card is wearing shoes.
- “Why is it important for people to wear shoes outside?”

Explain:

- Wearing shoes helps prevent intestinal worms since worms go into the skin of the feet from the soil.
- If children do not have shoes, teach them to avoid dirty areas, especially areas with animal or human feces on the ground. However, they may still get sick if they do not have shoes.
- If students have symptoms of intestinal worms, they should go to a health worker.

4. *Say:*

- When we visited this community before, we saw a large number of people not wearing shoes.
- Also, surveys show that many children in this woreda have intestinal worms.
- We want to understand better the reasons why people don’t wear shoes and how we can convince them that they are important.

5. Ask participants to discuss with a partner:

“What are reasons why some students do not wear shoes?”

“Do you have any ideas to encourage parents to get shoes for their children?”

(Possible idea: Teach parents that they will save money in the long-term if their children are healthy.)

Ask for a few groups to share their answers and ideas.

3. Activity: Handwashing in Groups

25 minutes

1. Show the teachers **Card 7**. Say:

- One of the most important hygiene behaviors is washing hands with soap and water.
- People use their hands all day for many different types of activities, but we should always wash our hands when touching two types of things.
- “According to the card, we should always wash our hands **after** touching what?”

(Answer: After touching feces)

- Always wash hands after touching any poop. Babies can also spread disease in their poop.
- “According to the card, we should always wash our hands **before** touching what?”

(Answer: Before touching food)

Explain:

- **The most important times to wash hands are after contact with feces and before contact with food.** The reason is that feces carries disease. If it’s on our hands when we eat, we can ingest it.
- “Like we saw, even 1 gram of feces can carry worms and bacteria. We may not see such a small amount, so we need to be sure and wash hands.”

2. Say:

“Now we will practice how to teach handwashing to your students.”

3. Go to the school’s handwashing area if there is soap and water there. Alternatively, go outside and use a bottle of water and soap.

4. Tell participants to look at **Card 8** and say:

- Handwashing with soap and water is one of the most important behaviors for disease prevention. It helps prevent many diseases, many more than the ones we talk about today. It is also one of the cheapest ways to prevent disease.
- “We want to be sure that students are washing their hands correctly. This card shows the steps for correct handwashing that you can model to your students.”

5. Instruct 2 people to be the “handwashing teachers.” One person will say the step, and the other person will do it. They will model the behavior as they would to their students. Give extra time if other people want to practice also.

Steps: 1. Wet hands with clean water. 2. Use soap to lather hands. 3. Scrub your hands for several seconds. 4. Clean between your fingers 5 Clean under your nails. 6. Rinse hands with clean water.

4. Guided Practice: Clean Environment Behaviors

1. Say:

“Many things in a person’s surroundings affect their health. For this reason, we will also talk about environmental health behaviors to prevent disease. These behaviors

15 minutes

relate to having a clean environment.”

Explain:

- Schistosomiasis, intestinal worms, and trachoma are spread through a lack of access to safe water, sanitation, and hygiene (WASH).
- Access to WASH is important for preventing many diseases. Since children are most at risk for these diseases, the principal and club coordinators have made a plan for WASH during their training.
- For **water**, schools should provide a way for students to wash their hands with soap. Water for handwashing does not have to be as clean as drinking water, but it should be from a source that is not contaminated by feces. Water needs to be stored in a clean container and have soap available.
- For **sanitation**, schools should have latrines and a system for cleaning them and for disposing of feces and other garbage.
- For **hygiene**, the NALA program teaches you how to promote healthy behaviors to your students.
- All three areas in WASH strengthen and support one another. If one is missing, then the risk for disease increases.

2. Show teachers **Card 9** and say:

"On the left, this card shows two ways that the environment can be unhealthy. On the right, it shows two ways that we can make it safer for our schools and our students."

Ask: "What behavior do you see in the top pictures?"

Explain:

- We already discussed the dangers of open defecation, and how using a clean latrine is the safest way to dispose of feces.
- Feces should be washed down the latrine and not be seen outside.

Ask:

"Why is it important to clean the latrine?"

(Answer: Bad smells keep people from using them. Dirty latrines attract flies.)

3. Continue with **Card 9**. Ask:

"What behavior do you see on the bottom?"

Explain:

- The yard where people walk should also be clean of feces and trash. A dirty environment attracts flies and can spread diseases.
- Ask: "What should people do about animal feces in the school yard?"

(Possible answer: Animal feces also carries diseases. Clean it up and keep it away from the school. A fence can help keep out animals.)

4. Show them **Card 10** and say:

- This card shows two other healthy behaviors.
- Ask: "What is the healthy behavior at the top?"

Explain:

- Even if we collect water from a clean source, it can still get dirty during storage.
- It is important to store water in clean, covered containers. Clean water can become contaminated by a dirty container.

Ask:

"Water should also be stored in closed containers. Why?"

(Answer: Flies can land in the water and contaminate it with dirt and feces.)

5. Ask:

"What behavior is at the bottom?"

Explain:

- Dirt on fruit and vegetables can carry parasitic worm eggs. For this reason, wash/peel/or cook fruit and vegetables before eating them.
- Also, raw meat can carry worm eggs if the animal is infected. Cooking meat at a high temperature will kill the eggs.

6. Ask and collect answers:

"How can you make the environment at your school healthier for the students?"

6. Review: Student Lesson Plans

20 minutes

1. Explain:

- The school will hold a special week for the health program called Health & Hygiene Week. In this week, the teachers will deliver the health lessons to their classes and the student clubs will do activities and a project.
- "To make sure you are comfortable with the materials, let's look over them now."

2. Give a few copies of the lesson plans to the teachers to review in groups. The plans are in [Part 4B- Student Lesson Plans](#). Explain:

- You will be paired with a club member during your lessons. They will be peer mentors to the other students and will help you do activities during the lessons.

3. Tell participants to read over the lesson plans in groups.

4. Ask and discuss:

"Will you make any changes to the plans?"

7. Closing Clap

10 minutes

1. Say:

"We will now close the teacher training with the 6 key messages and a clap."

Closing Clap

- Say one of the key messages (clean hands) and everyone claps once together.
- Point to a participant to say another key message and everyone claps once.
- They point to another participant who says another key message etc.
- Repeat it again but faster.

2. Thank the teachers for taking part in the training and being motivated to make their students healthier.

Part Three

3. Lesson Plans for the Health/WASH Club



3.1 Overview

These lesson plans are given by the club coordinators to the student members of the health club and WASH club. The lessons will prepare them for being peer leaders during Health & Hygiene Week, when they will be responsible for assisting teachers with the health education in the classes and for running activities for other students. Also, these lessons will give them the tools to plan and implement a small project in their school. Club coordinators are encouraged to adapt the lessons as needed.

If there are no active student clubs in the schools, then choose a group of at least 15 motivated students to fill this role.

3.2 Outline

Lessons for Club Members	
Participants	<ul style="list-style-type: none"> ▪ Health club members ▪ WASH club members ▪ Other student group
Facilitator	Health/WASH club coordinator or teacher
Duration	4 lessons **Note: You can do three lessons if there are two student clubs that can split responsibilities. In this case, the small project club will receive lessons 1,2,3 and the peer leader club will receive lessons 1,2,4.**
Materials	<ul style="list-style-type: none"> ✓ Blackboard and chalk/marker ✓ Papers and pens ✓ Place for handwashing with soap and water ✓ Chalk/charcoal for game ✓ Common objects ✓ Set of Cards ✓ Poster ✓ Tape

3.3 Lesson Plans for the Club Members

Lesson Plan 1: Diseases and their Transmission

Title	Three Diseases that Make People Sick and How They are Spread
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Materials Required	<ul style="list-style-type: none"> ✓ Set of cards ✓ Tape ✓ Poster
Objective	Students will gain a deeper understanding of hygiene-related NTDs that are common in their community.
1. Opening <i>5 minutes</i>	<p><i>1. Introduce the program:</i></p> <p>“As members of the Health/WASH club, you were chosen to help lead an exciting new program in the school. This program will help you and other students stay healthy. You will play an important role during Health & Hygiene Week, a special week at school when everyone will learn about disease prevention. During this week, you will be peer leaders to the other students and teach them healthy behaviors so they do not get sick.”</p> <p><i>2. Ask the students for 1 word to describe the last time they were sick.</i></p> <p><i>3. Say:</i></p> <p>“Being sick sounds awful. That is why we will learn some behaviors to stay healthy.”</p>
2. Activity: Whisper Game <i>15 minutes</i>	<p><i>1. Introduce the activity:</i></p> <p>“Being healthy is much more fun than being sick. In this program, we’ll do games and activities to help you learn and teach other people. Before learning about diseases and how to prevent them, we will play a short game. Since you will be our health messengers, the game is about spreading a message.”</p> <p><i>2. Play the game:</i></p> <ul style="list-style-type: none"> ▪ Tell students to stand in lines of 10-15 people. ▪ Whisper the message to the first person in line. Make sure no one else hears it. The message is, “We will stay healthy by having clean hands, clean face, clean feet, clean food, clean place, and clean water.” ▪ Tell the first person in the line to whisper that message in the ear of the next person. They can only whisper it one time. Make sure no one else hears them. ▪ The second person whispers the message to the third person, etc. They have to whisper what they hear, even if it does not make sense. ▪ At the end of the line, ask the last person to say what he heard. ▪ If there is more than one line, choose which message is most correct at the end. <p><i>3. After the participants sit back down, ask and collect answers:</i></p> <p>“How can we make sure that more people hear the correct message?”</p> <p><i>4. Explain:</i></p> <ul style="list-style-type: none"> - One way is to make the message shorter. We can say, “We will stay healthy by having a clean body and a clean environment.” - Another way is to make sure that more people hear the original message. This is why we are teaching many people in the health program: the student clubs, other students, teachers, and parents. - Since there are many people to teach, the student clubs have an important role in spreading the message correctly—to other students and their families.
3. Guided Practice: Transmission of Parasitic Worms	<p><i>1. Explain:</i></p> <ul style="list-style-type: none"> - In this community, there are three diseases that make many children sick: schistosomiasis, intestinal worms, and trachoma.

25 minutes

- These diseases cause lots of problems like nausea, diarrhea, and eye irritation.
- They can also become worse with time and sometimes make people blind or unable to go to school or work.

Ask and collect answers:

“What do you do if you’re sick?”

2. Explain:

- It is easy to stay healthy from these three diseases.
- First it’s important to take medicine during MDAs at your school because it will get rid of most of the bad germs and worms.
- Second you can avoid the germs and worms by learning how they spread.
- Third you can do healthy behaviors to stop them from making you sick.

Say:

“Now we will learn more about these diseases and how they spread.”

3. Tape the **poster** to the wall so everyone can see it. Divide the students into 5 groups and give them each a **card (1-5)**.

4. Point to the top of the **poster** with schistosomiasis transmission (**Card 1**). Say:

- The first two diseases that we talk about are caused by worms. There are many worms in the world, and most of them don’t harm people. However, there are some worms that are very small, and they can get inside people’s bodies and make them very sick.
- The disease schistosomiasis is caused by a parasitic worm. They are very small and you will not be able to see them without a microscope.

Ask the group with **Card 1**: “Based on the picture, how does the boy get sick?”

(Answer: The boy got sick by swimming in water that was contaminated by poop. The poop carried parasitic worms.)

Explain:

- The worms get in the water when someone who is sick with schistosomiasis poops in the water. Eggs from their poop then infect the snails.
- The worms grow inside the snail until they are big enough to swim. Then they can infect people in the water by going into their skin.

5. Point to the part on the **poster** with STH transmission (**Card 2**). Say:

- Intestinal worms are also parasitic worms. They are very small too, but they grow larger in the human body.

Ask the group with **Card 2**: “Look at the card. How does the boy get sick?”

(Answer: The boy got sick by walking barefoot near poop that contained worms.)

Explain:

- When a person who is sick with intestinal worms poops outside, worm eggs and larva from their poop go to the soil where people walk.
- Some worms can go through the skin in people’s bare feet.
- People can also eat worm eggs while eating dirty or uncooked food or by eating with dirty hands.
- Animal poop can also spread the worms to humans and should be avoided.

6. Say to the groups with **Card 1** and **Card 2**:

- These worm diseases give you similar symptoms.
- “Act out these symptoms so that the other students can guess what they are.”

(Symptoms on card: Abdominal pain, diarrhea, nausea, and tiredness)

Explain:

- These diseases may also cause fever, coughing, and a rash.

Say:

“It is hard to go to school and learn if you are sick with worms. They make you weaker, and they can hurt your growth. If you have worms inside your body, they are eating your food and your blood and making it hard for you to grow and learn.”

7. Point to the transmission map on the poster (Card 3):

- This picture shows how a sick person spreads worms to another person.
- This transmission map includes intestinal worms and the worms that cause schistosomiasis.

Ask the group with Card 3:

“Look at the transmission map. What disease routes do you see? What are 5 ways that a person who is sick with worms spreads the disease to another person?”

(Answer: Water, flies, hands, food, feet)

Explain:

- Water- We can get worms by drinking water or swimming in water that is contaminated with poop.
- Flies- Flies land on poop and then on food that we eat.
- Hands- We get sick by not washing our hands after using the bathroom or before eating. Dirt and worm eggs can be on our hands.
- Food- If we do not wash or cook fruits and vegetables before eating, they may be dirty from poop and worm eggs.
- Feet- Some worms can go through the skin when people walk barefoot.

8. Ask students to think of barriers for the 5 transmission routes. Ask:

“What are some ways that we can stop worms from spreading?”

(Possible answers: 1) No defecation near water sources. 2) No open defecation leads to fewer flies. 3) Washing hands. 4) Washing or cooking vegetables before eating. 5) Wearing shoes.)

9. Ask and collect answers:

“Have you seen people with these diseases in your school or community?”

4. Guided Practice: Trachoma

15 minutes

1. Point to the part of the poster with trachoma transmission (Card 4). Say:

- Trachoma is a germ-- bacteria that’s smaller than a worm and impossible to see.
- Trachoma also makes it hard for you to see because it infects your eyes.

Ask the group with Card 4: “Look at the card. What are 3 ways that a sick person can spread trachoma?”

(Answer: flies, dirty hands, and dirty cloths)

Explain:

- *Flies- Flies land near a sick person’s eyes and then spreads the bacteria to the eyes of a healthy person.*

- *Dirty Hands- A sick person rubs their eyes and then touches a healthy person's hands. This person then touches their eyes.*
- *Dirty Cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.*

2. Ask:

"What attracts the flies?"

(Answer: Dirty faces attract flies. Also, flies breed in poop and dirty environments.)

3. Ask students to think of barriers for the transmission routes. Ask:

"What are some ways that we can stop trachoma from spreading?"

(Possible answers: no open defecation, washing faces, washing hands, not sharing face cloths)

4. Point to trachoma symptoms on the poster (**Card 5**):

"Trachoma usually begins as an eye irritation with discharge. You'll have itchy, red eyes. However, if you get sick with trachoma a few times, it can damage your eyes and make you blind."

Ask the group with **Card 5**:

"How can trachoma make life difficult for people?"

**5. Activity:
Storytelling**

20 minutes

1. Turn to **Story 2-Clever Solomon and his friend** in [Section 5.2](#). Say:

"We will read a short story about a young boy and his friend. These two boys are students at a school in _____. I will tell you their story now. When I'm reading, I will stop and ask questions about what you think will happen next. Raise your hand if you have an answer."

"This story will help you think ahead about the healthy behaviors that are needed for disease prevention."

2. Read the **Story 2 (Section 5.2)** to the students. Ask them questions about the story as you read.

3. Ask:

"Do you think Friend will listen to Solomon and start doing healthy behaviors?"

6. Closing Clap

10 minutes

1. Say:

"During the Whisper Game, we learned 6 key messages that are important to good health."

Ask:

"Who remembers them?"

(Clean hands, clean face, clean feet, clean food, clean water, clean place)

2. Lead the students in the closing clap for the lesson.

Closing Clap

- Say one of the key messages and everyone claps once together.
- Point to another student to say a different key message and everyone claps once.
- They point to another student who says another key message etc.

- Repeat it again but faster.

3. Say:

"In the next lesson, we will learn more about healthy behaviors related to these 6 messages."

Lesson Plan 2: Healthy Behaviors

Title	How to Prevent Diseases through a Clean Body and Clean Environment
Materials Required	<ul style="list-style-type: none"> ✓ Set of Cards ✓ Poster ✓ Charcoal/chalk for game ✓ Soap and clean water at handwashing station ✓ 6.5 Form B- School Observation Report
Objective	<p>Students will gain practical knowledge of disease prevention behaviors.</p> <p>Students will assess WASH conditions in their own school.</p>
1. Opening <i>5 minutes</i>	<p>1. Say:</p> <p>"Last time we learned about some worms and bacteria that can make us very sick. These germs love dirty places, and they really love poop. Even one small gram of poop can carry over a million bacteria and more than a hundred worm eggs."</p> <p>2. Ask and collect answers:</p> <p>"How can we avoid these worms and bacteria?"</p> <p>"What if we get even one gram of poop on our hands, what can we do?"</p> <p>3. Say:</p> <p>"If we eat food without washing our hands, it's like we're eating poop. Even the dirt from the ground can carry poop from animals and people. Would you eat poop?"</p>
2. Activity: Germs Everywhere Game <i>15 minutes</i>	<p>1. Introduce the activity:</p> <p>"Now we will play a game to show you how germs can spread to other people."</p> <p>2. Play the game:</p> <ul style="list-style-type: none"> ▪ Tell 4 students to cover both palms of their hands with charcoal (chalk dust or ash can also be used). They are the people who "did not wash their hands." ▪ Tell all the students to stand in a circle. The students with dirty hands are in different parts of the circle. ▪ One person will start by shaking the hand of the second person for 5 seconds. The second person will shake the third person's hand and so forth around the circle. ▪ After everyone has shaken hands, ask students to raise their hands if they see any chalk dust on them. Even a small amount of dust will count. ▪ Ask everyone with dirty hands to act disgusted. <p>3. Say:</p> <p>"The dust on their hands represents the germs that they touched during the day—from soil, poop, dirty cloths, animals, etc. You won't see the germs, but they spread easily</p>

between people. That is why handwashing is so important. If everyone in the circle had clean hands, then the germs would not be there to spread.”

3. Activity: Handwashing

25 minutes

1. Walk with the students to the handwashing station at the school. Make sure there is soap and clean water there.

2. Show the students **Card 7**. Say:

- Handwashing with soap and water is one of the most important and easiest ways to prevent disease.
- We use our hands all day for many different types of activities, but we should always wash our hands when touching two types of things.
- “According to the card, we should always wash our hands **after** touching what?”

(Answer: After touching poop)

- You should always wash hands after touching any poop. Babies can also spread disease in their poop.
- “According to the card, we should always wash our hands **before** touching what?”

(Answer: Before touching food)

Explain:

- **The most important times to wash hands are after contact with poop and before contact with food.** The reason is that poop carries disease. If it’s on our hands when we eat, we can ingest it.
- “Like we saw, even 1 gram of poop can carry worms and bacteria. We may not see such a small amount, so we need to be sure and wash hands.”

3. Show **Card 8** to students and say:

“We want to be sure that you are washing your hands correctly. This card shows the steps. We will follow the steps now so that you will know how to wash your hands correctly and also be able to show other students.”

4. Instruct 2 students to be the “handwashing teachers.” One person will say the step, and the other person will do it. They will model the behavior as if they were teachers.

Steps: 1. Wet hands with clean water. 2. Use soap to lather hands. 3. Scrub your hands for several seconds. 4. Clean between your fingers. 5. Clean under your nails. 6. Rinse hands with clean water.

5. Let other students practice and wash their hands.

4. Clean Body Behaviors

10 minutes

1. Say:

“The three clean body messages that teach you how to prevent disease are clean hands, clean face, and clean feet. We just learned about the importance of handwashing for having clean hands.”

Ask:

“What behavior do you think will help us have a clean face? Clean feet?”

2. Point to the healthy behaviors on the **poster (Card 6)**. Say:

“Why is it important to wash your face with soap and water?”

(Answer: Dirty faces attract flies, which may carry trachoma.)

Explain:

- Trachoma is very common in children.
- To prevent vision problems and blindness, please wash your faces and tell others to wash their face.

3. Continue with **Card 6**:

- The second behavior on the card is wearing shoes.
- "Why is it important for people to wear shoes outside?"

Explain:

- Wearing shoes helps prevent intestinal worms since worms go into your feet from the soil.
- "Do you want little worms crawling into your skin and making you sick?"
- The best way to stop them is to wear shoes. If you do not have shoes, avoid dirty areas that worms like, such as areas with animal and human poop on the ground.

5. Environmental Cleanliness

15 minutes

1. Say:

"Many things in a person's surroundings affect their health. For this reason, having a clean environment can prevent disease. We will learn behaviors that relate to a clean environment, especially a clean place, clean water, and clean food."

2. Point to the clean environment part of the **poster (Card 9)** and say:

"On the left, this picture shows two ways that the environment can be unhealthy. On the right, it shows two ways that we can make it safer."

Ask: "What behavior do you see in the top pictures?"

Explain:

- Open defecation on the ground or in the water is very dangerous for our health. As we saw, even 1 gram of poop can be dangerous.
- Using a clean latrine is the safest way to dispose of poop.
- Poop should be washed down the latrine and not be seen outside.

Ask:

"What happens if you don't clean the latrine? Why is it bad for health?"

(Answer: Bad smells keep people from using them. Dirty latrines attract flies.)

3. Continue with the **poster (Card 9)**. Ask:

"What behavior do you see on the bottom of this picture?"

Explain:

- The yard where people walk should also be clean of poop and trash. A dirty environment attracts flies and can spread diseases.

Ask:

"What should people do about animal poop in the school yard?"

(Possible answer: Animal feces also carries diseases. Clean it up and keep it away from the school. A fence can help keep out animals.)

4. Point to the other clean environment behaviors on the **poster (Card 10)**. Say:

- This picture shows two other healthy behaviors.
- Ask: "What is the healthy behavior at the top?"

Explain:

- Even if we collect water from a clean source, it can still get dirty during storage.
- It is important to store water in clean, covered containers. Clean water can become contaminated by a dirty container.

Ask:

“Water should also be stored in closed containers. Why?”

(Answer: Flies can land in the water and contaminate it with dirt and poop.)

5. *Ask:*

“What behavior is at the bottom?”

Explain:

- Dirt on fruit and vegetables can carry parasitic worm eggs. For this reason, wash/peel/or cook fruit and vegetables before eating them.
- Also, raw meat can carry worm eggs if the animal is infected. Cooking meat at a high temperature will kill the eggs.

6. *Say:*

“Worms and bacteria like poop and dirty environments. That is why it is so important to keep your environment clean and use the latrine.”

6. Activity: WASH Walk

30 minutes

1. *Say:*

“Now we will take a walk around the school and see how we can make it a healthier and cleaner place.”

2. *Divide the students into three groups. Using [Form B- School Observation Form in Section 6.5](#), assign each group an area of the school.*

- ✓ Group 1: Handwashing Area (Questions 1-4)
- ✓ Group 2: School Yard and Classrooms (Questions 5-8)
- ✓ Group 3: Latrines (Questions 9-12)

3. *Walk around the school with the students. When you reach a group’s area, let the students in the group answer the questions and report on what they see. Fill in the form.*

4. *After the WASH walk, ask the students:*

“What can we do to make the school a cleaner environment?”

5. *Say:*

“For Health & Hygiene Week, the ____ club will plan a project to make the school a healthier place.”

***Note:** At least one student club should do a small WASH project. If there are two student clubs, one club can do lessons 1,2, 3 and the other can do lessons 1,2,4. *

Lesson Plan 3: Small Wash Projects

Title

How to Help Your School with a Small WASH Project

Materials Required	<ul style="list-style-type: none"> ✓ Several common objects for the game, such as a ball, fork, pen, empty water bottle, a piece of string, empty Coca Cola can, socks, etc. ✓ Pen and paper for students to write their ideas ✓ Photos of small WASH projects (5.6)
Objective	Students will be able to design a small WASH project, based on their school's needs.
1. Opening <i>10 minutes</i>	<ol style="list-style-type: none"> 1. <i>Say:</i> “Today we will plan our own project to make our school a healthier place for students.” 2. <i>Ask the class and collect answers:</i> “What are some ways that we can stay healthy from disease?” 3. <i>For each student’s answer, ask:</i> “What do you need to do that activity?” (examples: clean water, soap, latrine, etc.) 4. <i>After listing all the hygiene activities, say:</i> “Today we will think of small projects to help make the school a healthier place.”
2. Activity: How Can We Use this Object? Game <i>20 minutes</i>	<ol style="list-style-type: none"> 1. <i>Introduce the game:</i> “We will now play a game to make you think of new ways to use objects. This will help us to be more creative in planning a project and better use the resources we have.” 2. <i>Give an example:</i> <ul style="list-style-type: none"> - Show them an empty water bottle. - “We use this bottle to carry and drink water. What else can we use it for? Let’s think of some ideas.” - Blow into bottle to make a noise like a musical instrument. 3. <i>Ask the students for other ideas:</i> Examples: vase for flowers, cut the bottle in half and add soil and seed to make a planter, paint it to make a toy boat, etc. 4. <i>Play the game:</i> Game: How can we use this object? <ul style="list-style-type: none"> ▪ Divide students into small groups. ▪ Each group gets a random object. ▪ They must think of different ways to use the object. The ideas do not have to be related to the health education program. ▪ The group with the most ideas is the winner.
3. Guided Practice: Small WASH Projects <i>15 minutes</i>	<ol style="list-style-type: none"> 1. <i>Say:</i> “Now we will look at some ideas for small projects at school. These projects help solve a problem at the school and make it a healthier place.” 2. <i>Give an example. Use a picture or actual objects if possible:</i> <ul style="list-style-type: none"> - There is a problem at School A. There is no water close to the latrines, but there is clean water further away. - The WASH club at School A met to discuss the problem. They decided to get 2 jerrycans. They decorated them, and then cut off the top of one jerrycan and tied a string attached to a cup to use for washing hands. The second jerrycan is used to

	<p>carry water from the water source.</p> <ul style="list-style-type: none"> - The WASH club made a rotation schedule. Each day a different student is in charge of cleaning and filling the jerrycan. <p>3. Give another example:</p> <ul style="list-style-type: none"> - There is a problem in School B. The area near the latrines is not pretty or interesting for students. - The health club at School B decided to paint health murals on the walls. - “What are some examples of what they can paint?” <p>4. Give another example, but let them think of the solution:</p> <ul style="list-style-type: none"> - There is a problem at School C. The girls’ bathroom has no door, and they want more privacy. - “What are some ideas for what they can do?”
<p>4. Activity: Planning a small project 20 minutes</p>	<p>1. Say:</p> <p>“Now we will design our own projects in groups. In your group, remember some of the problems that we saw when we walked around the school. Decide on a problem that you want to solve, and then think of a small project as a solution. You will present your project to the class after.”</p> <p>2. Give each group a piece of paper and pen. Tell them to write the following:</p> <ul style="list-style-type: none"> ✓ What is the problem? ✓ What is their solution? ✓ What materials do they need? ✓ What steps are needed to do this project? ✓ How can they make sure that the project is maintained over a long period? <p>3. Walk around the groups to make sure they understand and answer all the questions.</p>
<p>5. Presentation 20 minutes</p>	<p>1. Say:</p> <p>“Each group will now go to the front of the class and explain their idea. Tell what materials and steps are needed. Students can raise their hand and ask you questions about the project. After each group presents, the class will vote on the best idea to do as a club.”</p> <p>2. Each group presents. Ask questions if anything is unclear in their idea. Let other students ask questions also.</p> <p>3. After all the groups present, the students will vote for the idea they want to do as a club. You can do more than one project idea, if you have enough resources and club members.</p>
<p>6. Closing 5 minutes</p>	<p>1. Ask:</p> <p>“Why did you vote for this project? Why do you think it is the best idea for us to do?”</p> <p>2. Say:</p> <p>“We had great ideas today. During Health & Hygiene Week, we will begin planning and working on our projects. Start thinking about steps that we will need to take to make this project successful.”</p>

***Note:** At least one student club should do a small WASH project. If there are two student clubs, one club can do

lessons 1,2, 3 and the other can do lessons 1,2,4. *

****Note:** The activities in Lesson Plan 4 depend on what the school plans for Health & Hygiene Week. The lesson below includes suggested activities. You choose which activities will work best for your school and student clubs.**

Lesson Plan 4: Being a Peer Leader

Title	How to Lead Activities to Educate the Other Students
Materials Required	<ul style="list-style-type: none"> ✓ Paper and pens ✓ Blackboard and chalk
Objective	Students will prepare and practice activities that they can do with the other students during Health & Hygiene Week.
1. Opening <i>10 minutes</i>	<p><i>1. Explain:</i></p> <ul style="list-style-type: none"> - All students will receive the health education during Health & Hygiene Week. - As club members, they have 3 important roles during this week: <ul style="list-style-type: none"> ✓ First, they will be peer leaders to other students. They will be paired with a teacher and help them with health education activities in class that week. <ul style="list-style-type: none"> - “As peer leaders you need to listen to the teacher. Let the other students answer and learn, but you help lead activities and assist the teacher when needed.” ✓ Second, they will lead fun activities outside of class (during flag ceremonies or during breaks) for the other students. ✓ Third, they will do a small project that week to make the school a healthier place. <p><i>2. If another student club is doing the small project, explain that one club is leading the health activities during Health & Hygiene Week, and the other club is doing a small project to make the school a healthier place.</i></p> <p><i>3. Explain:</i></p> <ul style="list-style-type: none"> - Tell club members the date of Health & Hygiene Week and that they will need to be there every day. Say they can advertise by telling their friends and families. - Tell them the schedule for the week and what activities are planned on which days. - “We will now practice the activities for Health & Hygiene Week.”
2. Activity: Opening Ceremony Song <i>20 minutes</i>	<p><i>1. Say:</i></p> <p>“The week will start with an opening ceremony, and the principal and club coordinators will introduce the week to all the students. At the end of the opening ceremony, you will sing a song on healthy behaviors to the students. We will now practice that song.”</p> <p><i>2. Teach a song that you or another teacher prepared for the students about healthy behaviors:</i></p> <ul style="list-style-type: none"> ▪ Teach the words to the students. ▪ Tell them to add actions to the song, like pretending to wash their hands or face.

Note: If there is time, students can also work in groups to make up their own song.

3. Students practice the song.

4. Tell students that they will need to practice the song again before the opening ceremony.

3. Activity: Drama

30 minutes

1. Say:

“During Health & Hygiene Week, you will also lead some activities for students outside of class. Remember the story of Solomon and his friend? We will now make a short drama that you can perform for the students.”

2. Divide the students into 6 groups.

- Give each group a different key message: clean hands, clean face, clean feet, clean place, clean water, and clean food.
- Tell each group to make up a short drama showing a character (Friend or his sister) doing the incorrect behavior, and then someone correcting him.
- Walk around to check progress.

3. The short dramas can be performed during the flag ceremony or class breaks during Health & Hygiene Week.

4. Activity: Game

25 minutes

****Note: The club members can learn a game to do with the other students during Health & Hygiene Week. Below is one option: Worm Tag. Other options are in [Section 5.3 Interactive Activities](#). You can also create your own game for the students.****

1. Introduce the activity:

“Another activity that we can do during Health & Hygiene Week is to teach the other students a game about diseases and healthy behaviors.”

2. Introduce the game:

“You can teach this game to the other students so they learn that they can get worms from staying in dirty water too long.”

3. Play the game:

- Using chalk or rope, designate an area in the school yard to be a water body contaminated with parasitic worms (schistosomiasis).
- Choose one child to be the worm, and he will stay in the “water”. The other children wait on the edge.
- When you call out, “In the water!”, all the students jump in and cannot leave until you tell them “Out of the water!” The worm chases them and tries to catch them when they are in the water.
- Call the students out quickly the first time, but wait longer to call them out each time after.
- All the children who are caught must wait outside the water and act sick.

3. After a few rounds, stop the children and ask:

“What happens the longer you stay in the water with the worm?”

“What will happen if one of the sick children poops in the water?”

4. Tell the students that a sick person just pooped in the water. Tell 2-3 of the students to go in the “water” and be worms now also. Play another round of tag.

4. Closing*5 minutes***5. Say:**

“Now there are more worms in the water, and it is easier to get sick.”

1. Say:

“As peer leaders, you have a very important role in teaching the other students about healthy behaviors. You must also model the correct behaviors to the students because they will look to you to do it right. You will show them how to wash their hands correctly and lead activities that will help make them and the school healthier.”

2. Ask:

“You learned how to educate the other students at school on healthy behaviors. What are ways that you can spread the message to your family?”

Part Four

4. Health & Hygiene Week



Health & Hygiene Week is the main event of the education program. All the students and parents should be engaged this week and motivated toward healthier behaviors. Below are guidelines for running a successful Health & Hygiene Week in your school. These are suggestions, and we encourage you to adapt them to the needs of your school.

4.1 Before Health & Hygiene Week

Form 6.3 Action Plan for Health Education includes planning questions and a tentative schedule. Designate a person responsible for each activity and a due date. Below are suggested activities to complete before Health & Hygiene Week:

1. Choose the dates for Health & Hygiene Week. Plan enough time to do all the preparation activities beforehand, such as giving the training to the teachers and the lessons to the health/WASH clubs.
2. Inform school staff of the date. Let them know that the student clubs will be doing special activities during the week and that the teachers will be teaching two health lessons in the classroom.
3. Make a schedule for the week, including health education and activities (6.3). Plan health lessons for classes on different days so that every class has access to the handwashing station, poster, and cards.
4. Inform NALA staff of the date so that we can provide support if needed.
5. Advertise the week to the parents and students, as it will encourage attendance.
6. Give the training sessions to the teachers before Health & Hygiene Week.
7. Give the lessons for health/WASH clubs before Health & Hygiene Week. Pair the students with teachers and guide them on planning a small project.
8. Clean the school yard and latrines before the week starts.
9. Make a list of materials needed for the week. Discuss with NALA ways to fundraise for these costs. Materials for the week may include: soap for handwashing station, paint for pledge, materials for small project, and refreshments for the Parent's Event.

4.2 Role of Student Clubs

The WASH/health clubs play an important part in implementing the health education program in the school. The club members have three very important roles during Health & Hygiene Week:

- ✓ **Peer leaders in class:** Club members are paired with teachers for the student health lessons during Health & Hygiene Week. They assist the teacher in delivering health education to the other students. They are also responsible for leading some activities, such as handwashing and games during class. Tell them to listen to the teacher and help as needed.
- ✓ **Peer leaders outside of class:** Club members also lead activities during the flag ceremony or class breaks. They can teach a song to students during the Opening Ceremony and perform short dramas for the students on the other mornings. They can also teach hygiene games to the students, like Worm Tag.

- ✓ **Leaders on small Projects:** Club members plan a small project to make the school a healthier place. They work on their project during Health & Hygiene Week and present it to the students at the Closing Ceremony.

4.3 Opening Ceremony

The week starts with an Opening Event for all the students. We recommend three activities during the Opening Ceremony:

- ✓ Principal introduces the week and the program.
- ✓ Club coordinators describe different activities that will happen during the week.
- ✓ Club members teach a song to motivate the students.

4.4 Student Lesson Plans

During the week, teachers will give two health education lessons to their students in class. [Part 4B](#) includes an outline of the lesson plans with the full lesson plans are on the following page. Teachers will be paired with a club member (peer leader) to assist them during the lessons. If there is time, classes can also plan for an additional review day with students.

4.5 Parent Event

During Health & Hygiene Week, we recommend that you plan an activity for the parents. Plan a day and time with the Parent-Teacher Association (PTA). It is best if the Parent Event is during Health & Hygiene Week, but it can be on a later date if more parents can come then.

The principal, club coordinator, or another teacher can lead the event. A suggested outline for the Parent Event is:

- ✓ Introduce the health education program.
- ✓ Give an overview of diseases and transmission.
- ✓ Discuss the Importance of MDA.
- ✓ Discuss healthy behaviors.
- ✓ Emphasize buying shoes and soap.

You may also want to include the club members. They can sing a song or perform a drama for the parents.

4.6 Closing Ceremony

To end the week, the school should hold a Closing Ceremony.

- ✓ Principal speaks on the successes of the week and the importance of learning and practice the healthy behaviors. Emphasize that the behaviors do not end this week. It is important to always have healthy behaviors and keep a clean environment.
- ✓ Club members introduce their project for improving WASH at the school.
- ✓ Coordinator leads students in the hygiene pledge to commit to the healthy behaviors. They paint their handprint on the wall to confirm.

4B. Student Lesson Plans

4.7 Overview

During Health & Hygiene Week, teachers give two health education lessons to their students in class. Different classes may receive lessons on different days to ensure that all classes have access to the handwashing station, cards, and poster. During these two lessons, club students act as peer leaders and assist the teachers in delivery of the health lessons.

Student Lessons	
Participants	Students (Grades 2-8)
Facilitator	Teachers with Peer Leader (Club Member)
Duration	2 sessions
Materials	<ul style="list-style-type: none"> ✓ Blackboard and chalk/marker ✓ Papers and pens ✓ Tape ✓ Place for handwashing with soap and water ✓ Chalk/charcoal for game ✓ Set of Cards ✓ Poster

4.8 Lesson Plans for Students

Lesson Plan 1: Diseases and their Transmission	
Title	Three Diseases that Make People Sick and How They are Spread
Materials Required	<ul style="list-style-type: none"> ✓ Set of cards ✓ Poster ✓ Tape ✓ Blackboard and chalk
Objective	Students will gain a deeper understanding of hygiene-related NTDs that are common in their community.
1. Opening 10 minutes	<p><i>1. Introduce the program:</i></p> <p>“This week is Health & Hygiene Week, and you will learn healthy behaviors to keep you from getting sick. It’s a special week at school, and there will be many activities about health. The WASH/Health club will help lead many of the activities this week. We also have a club member in our class who will assist me this week and help you learn the material.”</p> <p><i>2. Tell the <u>peer leader</u> to introduce himself and say one sentence about his role this week.</i></p> <p><i>3. Ask the students for 1 word to describe the last time they were sick.</i></p>

	<p>4. <i>Say:</i></p> <p>“Being sick sounds awful. That is why we will learn some behaviors to stay healthy. You can share these behaviors with your family to help them stay healthy too.”</p>
<p>2. Activity: The Whisper Game</p> <p><i>15 minutes</i></p>	<p>1. <i>Introduce the activity:</i></p> <p>“Being healthy is much more fun than being sick. In this program, we’ll do games and activities to help you learn and teach other people. Before learning about diseases and how to prevent them, we will play a short game. Since you will help spread the message to your families, the game is about spreading a message.”</p> <p>2. <i>Play the game:</i></p> <ul style="list-style-type: none"> ▪ Tell students to stand in lines of 10-15 people. ▪ The <u>peer leader</u> whispers the message to the first person in line. Make sure no one else hears it. The message is, “We will stay healthy by having clean hands, clean face, clean feet, clean food, clean place, and clean water.” ▪ Tell the first person in the line to whisper that message in the ear of the next person. They can only whisper it one time. Make sure no one else hears them. ▪ The second person whispers the message to the third person, etc. They have to whisper what they hear, even if it does not make sense. ▪ At the end of the line, ask the last person to say what he heard. ▪ If there is more than one line, choose which message is most correct at the end. <p>3. <i>After the participants sit back down, ask and collect answers:</i></p> <p>“How can we make sure more people get the correct message?”</p> <p>4. <i>Explain:</i></p> <ul style="list-style-type: none"> - One way is to make the message shorter. We can say, “We will stay healthy by having a clean body and a clean environment.” - Another way is to make sure that more people hear the original message. This is why we are teaching many people in the health program: the student clubs, other students, teachers, and parents.
<p>3. Guided Practice: Transmission of Parasitic Worms</p> <p><i>25 minutes</i></p>	<p>1. <i>Explain:</i></p> <ul style="list-style-type: none"> - In this community, there are three diseases that make many children sick: schistosomiasis, intestinal worms, and trachoma. - These diseases cause lots of problems like nausea, diarrhea, and eye irritation. - They can also become worse with time and sometimes make people blind or unable to go to school or work. <p><i>Ask and collect answers:</i></p> <p>“What do you do if you’re sick?”</p> <p>2. <i>Explain:</i></p> <ul style="list-style-type: none"> - It is easy to stay healthy from these three diseases. - First it’s important to take medicine during MDAs at your school because it will get rid of most of the bad germs and worms. - Second you can avoid the germs and worms by learning how they spread. - Third you can do healthy behaviors to stop them from making you sick. <p><i>Say:</i></p> <p>“Now we will learn more about these diseases and how they spread.”</p>

3. Tape the **poster** to the wall so everyone can see it. Divide the students into 5 groups and give them each a **card (1-5)**.

4. Point to the top of the **poster** with schistosomiasis transmission (**Card 1**). Say:

- The first two diseases that we talk about are caused by worms. There are many worms in the world, and most of them don't harm people. However, there are some worms that are very small, and they can get inside people's bodies and make them very sick.
- The disease schistosomiasis is caused by a parasitic worm. They are very small and you will not be able to see them without a microscope.

Ask the group with **Card 1**: "Based on the picture, how does the boy get sick?"

(Answer: The boy got sick by swimming in water that was contaminated by poop. The poop carried parasitic worms.)

Explain:

- The worms get in the water when someone who is sick with schistosomiasis poops in the water. Eggs from their poop then infect the snails.
- The worms grow inside the snail until they are big enough to swim. Then they can infect people in the water by going into their skin.

5. Point to the part on the **poster** with STH transmission (**Card 2**). Say:

- Intestinal worms are also parasitic worms. They are very small too, but they grow larger in the human body.

Ask the group with **Card 2**: "Look at the card. How does the boy get sick?"

(Answer: The boy got sick by walking barefoot near poop that contained worms.)

Explain:

- When a person who is sick with intestinal worms poops outside, worm eggs and larva from their poop go to the soil where people walk.
- Some worms can go through the skin in people's bare feet.
- People can also eat worm eggs while eating dirty or uncooked food or by eating with dirty hands.
- Animal poop can also spread the worms to humans and should be avoided.

6. Say to the groups with **Card 1** and **Card 2**:

- These worm diseases give you similar symptoms.
- "Act out these symptoms so that the other students can guess what they are."

(Symptoms on card: Abdominal pain, diarrhea, nausea, and tiredness)

Explain:

- These diseases may also cause fever, coughing, and a rash.

Say:

"It is hard to go to school and learn if you are sick with worms. They make you weaker, and they can hurt your growth. If you have worms inside your body, they are eating your food and your blood and making it hard for you to grow and learn."

7. Point to the transmission map on the **poster** (**Card 3**):

- This picture shows how a sick person spreads worms to another person.
- This transmission map includes intestinal worms and the worms that cause schistosomiasis.

Ask the group with **Card 3**:

“Look at the transmission map. What disease routes do you see? What are 5 ways that a person who is sick with worms can spread the disease to another person?”

(Answer: Water, flies, hands, food, feet)

Explain:

- Water- We can get worms by drinking water or swimming in water that is contaminated with poop.
- Flies- Flies land on poop and then on food that we eat.
- Hands- We get sick by not washing our hands after using the bathroom or before eating. Dirt and worm eggs can be on our hands.
- Food- If we do not wash or cook fruits and vegetables before eating, they may be dirty from poop and worm eggs.
- Feet- Some worms can go through the skin when people walk barefoot.

8. Ask students to think of barriers for the 5 transmission routes. Ask:

“What are some ways that we can stop worms from spreading?”

(Possible answers: 1) No defecation near water sources. 2) No open defecation leads to fewer flies. 3) Washing hands. 4) Washing or cooking vegetables before eating. 5) Wearing shoes.)

9. Ask and collect answers:

“Have you seen people with these diseases in your school or community?”

4. Guided Practice: Trachoma

15 minutes

1. Point to the part of the **poster** with trachoma transmission (**Card 4**). Say:

- Trachoma is a germ-- bacteria that’s smaller than a worm and impossible to see.
- Trachoma also makes it hard for you to see because it infects your eyes.

Ask the group with **Card 4**: “Look at the card. What are 3 ways that a sick person can spread trachoma?”

(Answer: flies, dirty hands, and dirty cloths)

Explain:

- Flies- Flies land near a sick person’s eyes and then spreads the bacteria to the eyes of a healthy person.
- Dirty Hands- A sick person rubs their eyes and then touches a healthy person’s hands. This person then touches their eyes.
- Dirty Cloths- A sick person rubs their eyes with a cloth, and then a healthy person uses the same cloth on their eyes.

2. Ask:

“What attracts the flies?”

(Answer: Dirty faces attract flies. Also, flies breed in poop and dirty environments.)

3. Ask students to think of barriers for the transmission routes. Ask:

“What are some ways that we can stop trachoma from spreading?”

(Possible answers: no open defecation, washing faces, washing hands, not sharing face cloths)

	<p>4. Point to trachoma symptoms on the poster (Card 5):</p> <p>“Trachoma usually begins as an eye irritation with discharge. You’ll have itchy, red eyes. However, if you get sick with trachoma a few times, it can damage your eyes and make you blind.”</p> <p>Ask the group with Card 5:</p> <p>“How can trachoma make life difficult for people?”</p>
<p>5. Activity: Storytelling</p> <p>15 minutes</p>	<p>1. Turn to Story 1-The Girl with the Dirty Face in Section 5.2. Say:</p> <p>"We will read a short story about a young girl and her brother. These two children are students at a school in _____. I will tell you their story now. After I finish reading, I will stop and ask questions about what the characters should do and what you think will happen next. Raise your hand if you have an answer."</p> <p>2. After the story is finished, ask:</p> <ul style="list-style-type: none"> ✓ How did <u>Girl</u> get sick? ✓ What do you think her life is like after she becomes blind? ✓ What do you think happened to <u>Boy</u>? How is his life? ✓ If <u>Girl</u> was in your class, what would you tell her?
<p>6. Closing Clap</p> <p>10 minutes</p>	<p>1. Say:</p> <p>"During the Whisper Game, we learned 6 key messages that are important to good health."</p> <p>Ask:</p> <p>"Who remembers them?"</p> <p><i>(Clean hands, clean face, clean feet, clean food, clean water, clean place)</i></p> <p>2. Ask the <u>peer leader</u> to lead the students in the closing clap for the lesson.</p> <p>Closing Clap</p> <ul style="list-style-type: none"> ▪ The <u>peer leader</u> will say one of the key messages and everyone claps once together. ▪ He points to another student to say a different key message and everyone claps once. ▪ They point to another student who says another key message etc. ▪ Repeat it again but faster. <p>3. Say:</p> <p>"In the next lesson, we will learn more about healthy behaviors related to these 6 messages."</p>

Lesson Plan 2: Healthy Behaviors

Title	How to Prevent Diseases through a Clean Body and Clean Environment
Materials Required	<ul style="list-style-type: none"> ✓ Set of cards ✓ Poster ✓ Tape

	<ul style="list-style-type: none"> ✓ Charcoal or chalk dust for game ✓ Soap and clean water at handwashing station
Objective	Students will gain practical knowledge of disease prevention behaviors.
1. Opening 5 minutes	<p>1. <i>Say:</i></p> <p>“Last time we learned about some worms and bacteria that can make us very sick. They love dirty places, and they really love poop. Even one small gram of poop can carry over a million germs and more than a hundred tiny worms.”</p> <p>2. <i>Ask and collect answers:</i></p> <p>“How can we avoid these bad worms and bacteria?”</p> <p>“What if we get even one gram of poop on our hands, what can we do?”</p> <p>3. <i>Say:</i></p> <p>“If we eat food without washing our hands, it’s like we’re eating poop. Even the dirt from the ground can carry poop from animals and people. Would you eat poop?”</p>
2. Activity: Germs Everywhere Game 15 minutes	<p>1. <i>Introduce the activity:</i></p> <p>“Now we will play a game to show you how germs can spread to other people.”</p> <p>2. <i>Play the game:</i></p> <ul style="list-style-type: none"> ▪ Tell 4 students to cover both palms of their hands with charcoal (chalk dust or ash can also be used). They are the people who “did not wash their hands.” ▪ Tell all the students to stand in a circle. The students with dirty hands are in different parts of the circle. ▪ One person will start by shaking the hand of the second person for 5 seconds. The second person will shake the third person’s hand and so forth around the circle. ▪ After everyone has shaken hands, ask the <u>peer leader</u> to count how many people now have dirty hands. Even a small amount of dust will count. ▪ Ask everyone with dirty hands to act disgusted. <p>3. <i>Say:</i></p> <p>“The dust on their hands represents the germs that they touched during the day—from soil, poop, dirty cloths, animals, etc. You won’t see the germs, but they spread easily between people. That is why handwashing is so important. If everyone in the circle had clean hands, then the germs would not be there to spread.”</p>
3. Activity: Handwashing 25 minutes	<p>1. <i>Walk with the students to the handwashing station at the school. Make sure there is soap and clean water there.</i></p> <p>2. <i>Show the students Card 7. Say:</i></p> <ul style="list-style-type: none"> - Handwashing with soap and water is one of the most important and easiest ways to prevent disease. - We use our hands all day for many different types of activities, but we should always wash our hands when touching two types of things. - “According to the card, we should always wash our hands after touching what?” <p><i>(Answer: After touching poop)</i></p> <ul style="list-style-type: none"> - You should always wash hands after touching any poop. Babies can also spread

disease in their poop.

- “According to the card, we should always wash our hands **before** touching what?”

(Answer: Before touching food)

Explain:

- **The most important times to wash hands are after contact with poop and before contact with food.** The reason is that poop carries disease. If it’s on our hands when we eat, we can ingest it.
- “Like we saw, even 1 gram of poop can carry worms and bacteria. We may not see such a small amount, so we need to be sure and wash hands.”

3. Show **Card 8** to students and say:

“We want to be sure that you are washing your hands correctly. This card shows the steps. The peer leader will show you how to wash your hands correctly so that you can show other students and your families.”

4. Instruct the peer leader and another student to be the “handwashing teachers.” The peer leader will say the step, and the other person will do it. They will model the behavior as if they were teachers.

Emphasize:

- “Remember to wash between your fingers and under your nails also.”

5. Let other students practice and wash their hands.

4. Clean Body Behaviors

10 minutes

1. Say:

“The three clean body messages that teach you how to prevent disease are clean hands, clean face, and clean feet. We just learned about the importance of handwashing for having clean hands.”

Ask:

“What behavior do you think will help us have a clean face? Clean feet?”

2. Point to the healthy behaviors on the **poster (Card 6)**. Say:

“Why is it important to wash your face with soap and water?”

(Answer: Dirty faces attract flies, which may carry trachoma.)

Explain:

- Trachoma is very common in children.
- To prevent vision problems and blindness, please wash your faces and tell others to wash their face.

3. Continue with **Card 6**:

- The second behavior on the card is wearing shoes.
- “Why is it important for people to wear shoes outside?”

Explain:

- Wearing shoes helps prevent intestinal worms since worms go into your feet from the soil.
- “Do you want little worms crawling into your skin and making you sick?”
- The best way to stop them is to wear shoes. If you do not have shoes, avoid dirty

areas that worms like, such as areas with animal and human poop on the ground.

5. Environmental Cleanliness

15 minutes

1. Say:

"Many things in a person's surroundings affect their health. For this reason, having a clean environment can prevent disease. We will learn behaviors that relate to a clean environment, especially a clean place, clean water, and clean food."

2. Point to the clean environment part of the **poster (Card 9)** and say:

"On the left, this picture shows two ways that the environment can be unhealthy. On the right, it shows two ways that we can make it safer."

Ask: "What behavior do you see in the top pictures?"

Explain:

- Open defecation on the ground or in the water is very dangerous for our health. As we saw, even 1 gram of poop can be dangerous.
- Using a clean latrine is the safest way to dispose of poop.
- Poop should be washed down the latrine and not be seen outside.

Ask:

"What happens if you don't clean the latrine? Why is it bad for health?"

(Answer: Bad smells keep people from using them. Dirty latrines attract flies.)

3. Continue with the **poster (Card 9)**. Ask:

"What behavior do you see on the bottom of this picture?"

Explain:

- The yard where people walk should also be clean of poop and trash. A dirty environment attracts flies and can spread diseases.

Ask:

"What should people do about animal poop in the school yard?"

(Possible answer: Animal feces also carries diseases. Clean it up and keep it away from the school. A fence can help keep out animals.)

4. Point to the other clean environment behaviors on the **poster (Card 10)**. Say:

- This picture shows two other healthy behaviors.
- Ask: "What is the healthy behavior at the top?"

Explain:

- Even if we collect water from a clean source, it can get dirty during storage.
- It is important to store water in clean, covered containers. Clean water can become contaminated by a dirty container.

Ask:

"Water should also be stored in closed containers. Why?"

(Answer: Flies can land in the water and contaminate it with dirt and poop.)

5. Ask:

"What behavior is at the bottom?"

Explain:

- Dirt on fruit and vegetables can carry parasitic worm eggs. For this reason, wash/peel/or cook fruit and vegetables before eating them.
- Also, raw meat can carry worm eggs if the animal is infected. Cooking meat at a high temperature will kill the eggs.

6. Say:

"Worms and bacteria like poop and dirty environments. That is why it is so important to keep your environment clean and use the latrine."

6. Activity: Story of Solomon and his Friend

25 minutes

*1. Turn to **Story 2-Clever Solomon and his friend** in [Section 5.2](#). Say:*

"We will read a short story about a young boy and his friend who are students at a school in _____. I will tell you their story now. When I'm reading, I will stop and the peer leader will ask you questions about what you think will happen next. Raise your hand if you have an answer."

*2. Read **Story 2 (Section 5.2)** to the students. Stop and let the peer leader ask them questions about the story as you read.*

3. Ask:

"Do you think Friend will listen to Solomon and start doing healthy behaviors?"

4. If there is time, do a short drama. Ask the peer leader to act like Friend and act out unhealthy behaviors. A student can volunteer to be Solomon and tell him what to do correctly.

Part Five

5. Educational Resources



These resources support learning for club members and students. They also provide guidance on how to create an enabling environment for behavior change during Health & Hygiene Week. The school staff is trained on how to use them during their training.

5.1 Overview

Materials for the lessons and additional educational resources are on the following pages. A table outlining them is below:

Resource	Description	Audience
5.2 Storytelling	These two stories teach about disease transmission and prevention.	<ul style="list-style-type: none"> ✓ Club members ✓ Students
5.3 Interactive Activities	This sheet includes all the interactive activities from the lessons, as well as additional activities.	<ul style="list-style-type: none"> ✓ Club members ✓ Students
5.4 School Pledge to Promote Student Health & Hygiene	This is an example of a pledge that the schools give to commit to the education program.	<ul style="list-style-type: none"> ✓ Principal ✓ Club coordinators
5.5 Student Pledge	This is an example of a pledge that the students give to commit to healthy behaviors.	<ul style="list-style-type: none"> ✓ Students
5.6 Small WASH Project Examples	This sheet includes photos and examples of small WASH projects that the club members can do.	<ul style="list-style-type: none"> ✓ Club coordinator ✓ Club Members

5.2

Storytelling**Story 1: The Girl with the Dirty Face (Trachoma)**

Please choose names for Girl and Boy that fit your community

Girl loved her big brother Boy very much. She was scared of dogs, and Boy would walk with her to school and hold her hand to protect her if any dogs came.

One day, Boy's eyes were very red. He said they were itching, and he kept rubbing them. However, Girl did not want to walk to school alone. Boy said that he could still walk her. As usual, he held her hand, but sometimes he would stop to rub his eyes. A fly came near Boy's eyes, and he swatted at it. Girl did not mind the flies. They were always around and often flying near her eyes. Her teacher told her to wash her face more, but she always forgot.

A few days later, she woke up and her eyes were red and itchy. When Boy walked her to school that day, the sunlight hurt her eyes. Her teacher noticed their red eyes and told Boy to go to the health post with her. At the health post, the health worker told them, "It looks like you have trachoma. Take this medicine to get better. However, you can get sick again if you're not careful. To stay healthy, you need to clean your face when it's dirty, wash your hands, and don't use dirty cloths on your eyes."

Boy listened and was careful to do these healthy behaviors. However, after Girl got better, she went back to being dirty. Her eyes would get red and itchy often. After a period of time, it became harder and harder for Girl to see until she finally became blind.

Questions

1. How did Girl get sick?
2. What do you think her life is like after she becomes blind?
3. What do you think happened to Boy? How is his life?
4. If Girl was in your class, what would you tell her?

Story 2: Clever Solomon and his friend (Worms)

Please choose a name for Friend that fits your community. You can also replace the name Solomon.

Once upon a time in _____, there was a very clever boy named Solomon. He was 10 years old and a student in _____ school. He had many friends, and he liked to help other people.

One day his friend _____ came to school, and he looked very sick. "My stomach hurts," Friend said. "I'm very tired, and it's hard for me to concentrate." (*Ask the students to raise their hand and answer: What do you think is wrong with Friend?*)

Solomon decided that he wanted to help his friend. "Let us go to the health post after school," he said. "Medicine will make you feel better."

At the health post, the health worker told Friend, "You have intestinal worms. Take this medicine to get better. However, you can get sick again if you're not careful. To stay healthy, you should do these things..." (*Ask the students to raise their hand and list the healthy behaviors. Answers: Washing hands, wearing shoes, washing food, using the latrine, keeping a clean environment, etc.*)

On the walk home, Friend needed to go to the bathroom. He started to walk to a stream to defecate there. "No, no, Friend," Solomon said. (*Ask the students: What will Solomon tell Friend?*) "You need to use a latrine. Otherwise, you will spread the worms to other people."

"But there is no latrine near here," Friend said. Solomon was very clever. He said, "Walk 1000 steps away from people and water, and then you can poop outside. But you need to bury it after, and make sure it's deep enough that no animal can find it."

Friend said, "1000 steps? I will wait until I am home, and I will use the latrine there."

Then Solomon saw that Friend was not wearing shoes. (*Ask the students: What do you think Solomon told Friend?*) "No, no, Friend. Worms can get in your feet if you're not wearing shoes."

Friend said, "I don't have shoes." Solomon was very clever and he said, "Then try to keep your feet as clean as possible and not walk near dirty places with feces and animals. But shoes are best, if you can get some."

Solomon walked with Friend back to his home. He saw that the yard was very dirty with animal feces and that the latrine was also very smelly and dirty. (*Ask the students: What can they do to make Friend's home healthier? Answers: Put animals behind fence, clean latrine, clean yard*)

After cleaning the latrine, Friend used it. Solomon saw that he did not wash his hands after. "No, no, Friend," Solomon said. (*Ask the students: Pretend you are Solomon and explain to Friend how to wash his hands.*)

Friend's mother came to them and said, "_____, your face is very dirty. Clean it now also." (*Ask the students: Why is it a good idea to clean faces? Answers: Prevent trachoma, keep flies away, keep eyes healthy*)

"Yes," Solomon said. "And don't forget to use a clean cloth when you dry or wipe your face."

"That is right, Solomon," Friend's mother said. "You are very clever and a good friend."

"Yes, thank you for all your help, Solomon," Friend said. "Here is a mango for you." (*Ask the students: What will Solomon do before eating the mango? Answers: Wash hands, wash/peel the mango*)

5.3**Interactive Activities**

These games and activities are a resource for helping your students learn. Some of these activities are included in the lesson plans.

Activity 1: The Whisper Game

Description: Students line up 15-20 people in a line. Whisper a short message to the first person in line and make sure that no one else hears it. Example of a message is: “We will stay healthy by having clean hands, clean face, clean feet, clean food, clean place, and clean water.” The student must then whisper the message in the ear of the next person and so forth down the line. They have to whisper what they hear, even if it does not make sense. At the end of the line, ask the last person to say what he heard. The line with the most correct message is the winner.

Purpose: This game helps students learn the importance of spreading messages correctly.

Activity 2: The Drawing Game

Description: Divide students into teams. One person from Team 1 goes to the blackboard. Whisper to them something to draw that is related to the health education lessons. The student has to draw it without saying anything. Once they start drawing, their team has 30 seconds to guess what it is. If their team does not guess it in time, then the other teams can guess. Once a team guesses the correct answer, they must also give one fact about it. Then that team will get a point. The winner is the first to get 4 points.

Purpose: This game is a fun way for students to review the material.

Activity 3: Germs Everywhere

Description: Tell 4 students to cover both palms of their hands with charcoal (chalk dust or ash can also be used). They are the people who “did not wash their hands.” All the students will then stand in a circle, and the students with dirty hands will be in different parts of the circle. One person will start by shaking the hand of the second person for 5 seconds. The second person will shake the third person’s hand and so forth around the circle. After everyone has shaken hands, count how many people now have dirty hands. Even a small amount of dust will count.

Purpose: This game shows how easily germs can spread when people have dirty hands.

Activity 4: How Do We Use This Object?

Description: Divide students into small groups. Each group gets a random object (empty water bottle, spoon, string, etc.) They must think of different ways to use the object. The group with the most ideas is the winner.

Purpose: This game helps students think creatively.

Activity 5: Silent Drama

Description: Ask a student to act out a hygiene behavior that they learned (washing hands, cleaning, washing face, etc.) The student needs to act out the activity without using any words while the other students guess the behavior.

Modifications: The students can also choose to act out a symptom (irritated eyes, abdominal pain, nausea, etc.) After guessing the symptom, students can then act out ways for the person to get healthy.

Activity 6: Worm Tag

Description: Using chalk or rope, designate an area in the school yard to be a water body contaminated with parasitic worms (schistosomiasis). Choose one child to be the worm, and he will stay in the “water”. The other children wait on the edge. When you call out, “In the water!”, all the students jump in and cannot leave until you tell them “Out of the water!” Call them out quickly the first time, but wait longer to call them out each time after. While they are “in the water”, the worm chases them and tags the other children. All the children who are tagged are now “sick” and must act it.

Ask: “What happens the longer you stay in the water with the worm?”

Modification: After 1-2 rounds, ask “What happens when someone with schistosomiasis poops in the water?”

After the students answer correctly, tell the tagged student to also be a worm. Now there are two worms chasing the students in the second round. Continue with more “worms” each round until it is very hard for all students to not be tagged.

Activity 7: Drama of Clever Solomon and his Friend

Description: After reading through the story of Clever Solomon and his friend ([5.2](#)), ask students to act out the story. Characters can include a narrator to introduce the story and ask questions, Solomon, his friend, the health worker, and the friend's mother. Split the story into scenes: 1) School 2) Health Post 3) Walk home 4) Friend's home. Different students can act in each scene. The scenes can be performed in front of students who did not read the story.

Modification: Add a scene with his friend's sister. She has red, itchy eyes. How can Solomon help her?

Activity 8: Clean/Dirty Game

Description: Define what part of the room/outdoor area is the clean area and what part is the dirty area by marking it. You can use chalk or a rope to mark the different areas.

Directions: When the teacher announces “clean”, the students have to jump into the clean area, and when the instructor announces “dirty” the students have to jump into the area defined as dirty. When you jump into a “clean” area, you smile and open your eyes wide, when you jump into a “dirty” area, you act sad and sick.

Purpose: Students will associate the clean area with being happy and healthy.

Activity 9: Musical flies (like musical chairs)

Description: All the children are flies, and the chairs are dirt and garbage that they want to sit on.

Directions: Chairs are arranged in a circle with one chair less than the children. Play music (or sing) and every time the music stops, there is a clap. The child without a chair is out of the game and pulls out another chair. The last to remain is the winner.

Purpose: Students will associate flies with dirt.

Activity 10: Quick Circle Review

Note: You will need a ball or a small toy for this activity.

Directions: Students will sit in a circle. Ask a student a review question as the other students pass a ball around the circle. If a student answers the question correctly before the ball goes around the circle, then they can ask the next question to the student of their choice. However, if the student cannot answer before the ball returns to them, then they must sit in the middle of the circle. The next time a student misses a question, then the student in the middle has a chance to answer it correctly and go back to the circle.

Purpose: This game is an active way to review the material.

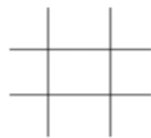
Activity 11: "Guess It!"

Directions: Call one student to the front and tell them to face the other students and not turn around. On the board behind, write a word related to the material (worms, trachoma, latrine, handwashing, etc.) The student must ask questions to three students about the word and try to guess what it is. The other students cannot say the word in their answer.

Purpose: This game is a fun way for students to review the material.

Activity 12: "Tic Tac Toe" Review

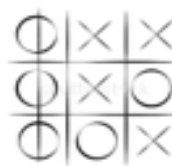
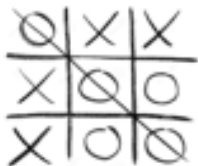
Directions: 1. Draw on the board a 3 by 3 table:



2. Divide students into two groups, one group is "X" and one group is "O".

3. In turns, ask each group review questions about the material. The questions can be about the diseases, symptoms, transmission, and prevention.

4. If the group answers correctly, they can draw their symbol ("X" or "O") in the table. If they are wrong, the other group can try and answer. The winner is the group with three symbols in a row:



Modification: Students can make up their own review questions to ask the other group.

5.4 School Pledge to Promote Student Health & Hygiene

Date: _____

“Because we know that a critical part of disease prevention is ensuring environmental cleanliness and the practice of proper hygiene, we pledge that:

- ❖ All school staff and students will be educated on healthy hygiene habits and environmental health.
- ❖ During school hours, our school will always have a handwashing station with water and soap available near the latrines.
- ❖ Our school will maintain environmental cleanliness by creating a schedule for the cleaning of latrines, school yard, and classrooms.

We are committed to ensuring the health of our students and their families.”

The following staff members have received training on how to promote health and hygiene in our school:



5.5**Student Pledge**

Ask the students to stand with their hand raised. Read each line of the pledge to the students and ask them to repeat each line aloud to you as a group. You may write the pledge on the chalkboard for them to read.

Student Pledge to Commit to Healthy Behaviors

“To fight disease and stay healthy, I pledge to keep a clean body and a clean environment. I am committed to the cleanliness of my hands, face, feet, food, place, and water. I pledge that:

- ❖ I will wash my hands and face with soap and water at the right times.
- ❖ I will use the latrine and make sure it is clean.
- ❖ I will use clean water and eat clean food.
- ❖ I will teach other students and my family the healthy behaviors that I have learned.
- ❖ I will be a leader and a role model in promoting the health of my school, family, and community.”

Below is an alternate activity to do with your students and the pledge.

1. Paint the pledge on the wall of the school. (If it's too long, paint the first two sentences on the wall).
2. Have students read the full pledge aloud.
3. Tell students to paint their handprint on the wall beneath the pledge as a sign of their commitment.



5.6

Small WASH Project Examples

The following are three examples of small WASH projects that you can do in your schools.

1. Jerrycan Rotation



- Decorate jerrycans and put a set of two near each bathroom:
 - One jerry can with the top cut half open with a string and cup attached to wash hands
 - One closed Jerry can to carry water from source to fill the open jerry can
- Recruit the health club or other student group to create a rotation for filling/cleaning the jerry cans



2. Health & Hygiene Murals



- Draft the design before painting.
- Use bright colors and positive messages.



3. Latrine Curtains



- Cut pieces of cloth large enough to cover the open of the latrine.
- Let the health club decorate the curtains with pictures and hygiene messages.



Part Six

6. Planning, Monitoring, & Evaluation



The planning forms are used before Health & Hygiene Week. The monitoring and evaluation forms are used before, during, and after the health program starts in the school.

6.1 Overview

Planning, monitoring, and evaluation forms help the school prepare and assess the health education program. All of these forms are used or introduced during the Training of Trainers. A table outlining them is below:

	Form	Description	Completed by
Planning	6.2 Small Project Planning Sheet	This planning sheet is used during the ToT to plan small projects. It can also be used with the student clubs when they plan their project.	<ul style="list-style-type: none"> ✓ ToT participants ✓ Club members
	6.3 Action Plan for Health Education	This planning sheet is used during the ToT to plan health education activities in the school.	<ul style="list-style-type: none"> ✓ Principal ✓ Club coordinators
	6.4 Budget for Health & Hygiene Week	This sheet is used before Health & Hygiene Week to estimate costs of any materials needed.	<ul style="list-style-type: none"> ✓ Principal ✓ Club coordinators
Monitoring & Evaluation	6.5A WASH Pre-Assessment Form	This sheet is used during the ToT or before health education starts in the school. It is used to assess WASH conditions before the program starts.	<ul style="list-style-type: none"> ✓ Principal ✓ Club coordinators
	6.5B School Observation Report	This form is filled at least two times a semester. It monitors WASH conditions in the school.	<ul style="list-style-type: none"> ✓ Club members
	6.5C Evaluation of Health & Hygiene Week	This form is completed after Health & Hygiene Week. It helps assess and evaluate the success of the program.	<ul style="list-style-type: none"> ✓ Principal ✓ Club coordinators
	6.5D Student Hygiene Report Card	This form is used at least 4 times a semester to monitor changes in students' personal hygiene.	<ul style="list-style-type: none"> ✓ Teachers

6.2**Small Project Planning Sheet**

This sheet will help you plan your small project. Small projects should be low-cost and easy to do.

1. Problem:	
2. Small Project solution:	
3. Materials needed:	
4. What steps are needed to do the project?	<hr/> <hr/> <hr/>
5. What are some potential challenges?	
6. Sustainability plan- How will you make sure the project will be maintained over a long time?	

Listen to the other project ideas.

7. What was your favorite idea?	
8. Why?	

6.3 Action Plan for Health Education

This sheet will help guide you through the steps of planning health education activities in your school.

I. Delivering Health Education to the School Community

1. Activities to be completed before and during Health & Hygiene Week:

		Who is responsible?	Due Date
Actions for Student Clubs (before and during Health & Hygiene Week)			
Actions to Engage Parents			
Actions to Improve WASH at the School			
Actions to Keep School Environment Clean			

II. Health & Hygiene Week

2. Proposed date of Health & Hygiene Week: _____

3. How will you advertise to all students and the school community? _____

4. Write a tentative schedule for the week. The table below gives suggestions for activities:

(Note: To ensure that each class has access to the materials to teach the lessons, plan for different grades to receive the lessons on different days.)

Monday	Opening Ceremony		Rest of Day
	1) Principal role: 2) Club Coordinator role: 3) Club member activity for students:		What grades receive the health education on this day? _____ Any activity after school?
Tuesday	Start of Day	During Classes	After School
	Club member activity for students:	What grades receive the health education on this day? _____	<i>Activities for parents, small projects, cleaning?</i>
Wednesday	Start of Day	During Classes	After School
Thursday	Start of Day	During Classes	After School
Friday	Closing Ceremony		Rest of Day
	1) Closing remarks by: _____ 2) 3)		

After Health & Hygiene Week

5. Activities to be completed after:

Monitoring & Evaluation	Health & Hygiene Week	Student Cleanliness	Environmental Cleanliness
	Evaluated by: _____ When: _____ (M&E Form D can be used)	Monitored by: _____ What grades: _____ When: _____ (M&E Form C can be used)	Monitored by: _____ When: _____ (M&E Form B can be used)

Sustainability	Materials Needed	Clean Body (Student Hygiene)	Clean Environment (School)
	<i>Examples: Soap</i>	<i>Actions to take to ensure that students maintain personal hygiene:</i>	<i>Actions to take to ensure that the school stays clean:</i>

6.4 **Budget for Health & Hygiene Week**

If you need to request money for Health & Hygiene Week, you can fill out this form to determine how much money you will need to raise.

Examples of materials include materials for the small projects, advertising, refreshments for parents, etc.

<i>Material Needed</i>	<i>Purpose</i>	<i>Estimated Cost</i>	<i>Actual Cost</i>
	Total		

6.5

Monitoring & Evaluation Forms

FORM A: WASH Pre-Assessment Form (Complete before program)

Date: _____ School name: _____ Principal: _____

Health Club Coordinator: _____ WASH Club Coordinator: _____

Other Teachers interested in health education: _____

1. How many students are in your school?	Grades 1-8 Total: ____ M ____ F ____ Grade 0 Total: ____ M ____ F ____ Students with disabilities? _____	
2. Parent-Teacher Association:	How many parents are in it? _____ When do they meet? _____	
3. Is there a handwashing station at the school?	<input type="checkbox"/> Yes, near the latrines <input type="checkbox"/> Yes, far from latrines (>25m) <input type="checkbox"/> No	
4. How many days a week is there clean water in the handwashing area?	<input type="checkbox"/> Every school day <input type="checkbox"/> 4 days a week <input type="checkbox"/> 1-3 days a week <input type="checkbox"/> No, never	
5. What is the number of latrines in the school?	For Boys: ____ For Girls: ____ For Teachers: ____ Are they easy for disabled students to use? _____	
6. How many times a week does the school clean the latrines ?	_____ By Who? _____	
7. How does the school dispose of feces?	<input type="checkbox"/> Put in latrine <input type="checkbox"/> Leave in open <input type="checkbox"/> Bury <input type="checkbox"/> Other: _____	
8. Is the path to the latrines safe?	<input type="checkbox"/> Yes <input type="checkbox"/> No, many holes <input type="checkbox"/> No, very steep <input type="checkbox"/> Other: _____	
9. Check any problems you have seen with the school environment .		
<input type="checkbox"/> Open defecation (human or animal) <input type="checkbox"/> Bad smell near latrines <input type="checkbox"/> Lots of flies <input type="checkbox"/> Animals in yard <input type="checkbox"/> Dirty water container at handwashing station <input type="checkbox"/> No soap <input type="checkbox"/> Other: _____		
10. Check any problems you have seen with students' hygiene .		
<input type="checkbox"/> No shoes <input type="checkbox"/> Not washing hands after the latrine <input type="checkbox"/> Open defecation <input type="checkbox"/> Dirty faces <input type="checkbox"/> Eating dirty fruits and vegetables <input type="checkbox"/> Other: _____		
11. Write a WASH plan for your school.		
<u>Handwashing station:</u> How will you provide water and soap every school day for the students? _____ _____ _____ Person/Group responsible: _____	<u>School environment:</u> How will you keep the latrines, classrooms, and yard clean every week? _____ _____ _____ Person/Group responsible: _____	<u>Hygiene education:</u> Person/group responsible for teaching students: _____ Person/group responsible for teaching parents: _____

FORM B: School Observation Report (Complete at least twice a semester)

Date: _____

School name: _____ School ID: _____ Wereda: _____

SANITATION & STUDENT HYGIENE BEHAVIOR

1. Are there any posters or materials encouraging hand washing near the latrines at the school?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Is there running clean water in the handwashing area every day?	<input type="checkbox"/> Yes, every day <input type="checkbox"/> Only some days <input type="checkbox"/> No
3. Check any problems you see with the handwashing area.	
<input type="checkbox"/> No water <input type="checkbox"/> Broken faucet <input type="checkbox"/> Rusted <input type="checkbox"/> Dirty <input type="checkbox"/> Hole in tank <input type="checkbox"/> No soap <input type="checkbox"/> Lots of flies <input type="checkbox"/> Far from latrines (>25m) <input type="checkbox"/> Other: _____	
4. Did you see students washing their hands today?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Do you see open defecation (from humans) in the school compound?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Do you see open defecation (from animals) in the school compound?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Number of students not wearing shoes:	_____
8. Is there trash in the following areas?	<input type="checkbox"/> Classrooms <input type="checkbox"/> School yard <input type="checkbox"/> Latrines <input type="checkbox"/> No trash
9. What is the number of latrines provided for students in the school compound?	For Boys: _____ For Girls: _____ For Teachers: _____
10. Condition of latrines. Put number of latrines.	<input type="checkbox"/> Dirty with feces: _____ <input type="checkbox"/> Dirty with trash: _____ <input type="checkbox"/> Bad smell: _____ <input type="checkbox"/> Lots of flies: _____ <input type="checkbox"/> No door/curtain on latrines (no privacy): _____ <input type="checkbox"/> Locked/Unable to open: _____ <input type="checkbox"/> Other: _____
11. How many times a week does the school clean the latrines ?	_____ By Who? _____
12. Is the path to the latrines safe?	<input type="checkbox"/> Yes <input type="checkbox"/> No, many holes <input type="checkbox"/> No, very steep <input type="checkbox"/> Other: _____
13. What are challenges you see with hygiene and sanitation at the school?	
<hr/> <hr/>	

FORM C: Evaluation of Health & Hygiene Week (Complete after Health & Hygiene Week)

Date: _____

Name of School: _____

Review of Health Week

Directions for Question 1: In the top box, write the total number of students per grade (or PTA members). In the bottom box, write the number of people who received the health education. Add the numbers to find the sum number of people who received the health lesson.

1	Health lesson implementation: Total number of people who attended health lesson	Grade 0	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	PTA	Sum	
		Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:	Total:
		Attended:	Attended:	Attended:	Attended:	Attended:	Attended:	Attended:	Attended:	Attended:	Attended:	Attended:	Attended:

Directions for Question 2: Grade the club projects on their completion, timeliness, and sustainability. Add up the grades in the right column.

2	Health/WASH Club Project		Completed	Time Table	Sustainability Plan	Sum of Project Scores		
	Write title of project below and score based on options to right.		Completed= 5 Partially completed= 2 Wasn't done at all= 0	Within deadline= 5 Extension of initial deadline = 2 Wasn't done at all= 0	Plan to maintain after year= 5 Plan to maintain after semester= 2 No plan to maintain = 0			
	1)					1)		
	2)					2)		
3	Interactive Methodology Write number of activities completed.		Dramas performed:	Games used:	Songs performed:	Demonstrations:	Other:	Sum Activities
4	Implementation of Health Education: Write a short description.	Successes:			Challenges:		Recommended Changes	
5	Implementation of Projects: Write a short description.	Successes:			Challenges:			

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1. የብልህርዚያ (ኪሳቶሶሚያሲስ) በሽታ መተላለፍን መንገዶች



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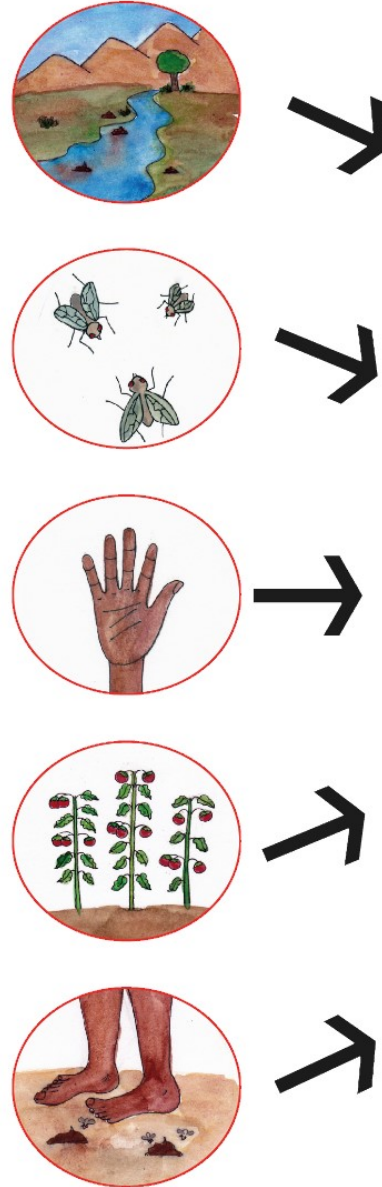
2. አፈር ወለድ ተዛማቾ የአንጀት ጥገኛ ትላትል በሽታ መተላለፍያ መንገዶች



2. አፈር ወለድ ተዛማቾ የአንጀት ጥገኛ ትላትል በሽታ መተላለፍያ መንገዶች

ጥያቄ	ከስእላዊ መግለጫው በመነሳት ልጁ እንዴት ሊታመም ቻለ? አንዳንድ የበሽታው ምልክቶች ምን ምን ነበሩ?
ውይይት	<p>አፈር ወለድ ተላላፊ ትላትሎችም ጥገኛ ትል ከሚባሉት ውስጥ ይፈረጃሉ። እነዚህም የመንጠቆ ትል (ሁክ ወርም)፤ ድቡልቡል ትል (ራውንድ ወርም) እና ጅራፌ ትል (ዊፕ ወርም) ተብለው ይታወቃሉ። በመጠንም ቢሆን ሰውን ከመበከላቸው በፊት በጣም ትንሽ ናቸው።</p> <ul style="list-style-type: none"> • በአንጀት ጥገኛ ትላትሎች በሽታ የታመመ ሰው ሜዳ ላይ በሚጸዳዳበት ወቅት በአይነምድሩ ውስጥ የሚገኙ የትላትሎች እና እጮች ሰዎች ወደሚረማመዱበት አካባቢ (መሬት) ይጓዛሉ። • ሰዎች የቆሸሸ ወይም ያልበሰለ ምግብ በሚበሉበት ወቅት ወይም በቆሸሸ እጅ በሚመገቡበት ወቅት የትላትሎችን እንቁላል አብረው ሊመገቡ ይችላሉ፤ • የበሽታው ምልክቶቹም ከብልሀርዝያ ጋር ተመሳሳይ ናቸው። እነዚህም ትላትሎች የሆድ ህመም፣ ተቅማጥ፣ ማቅለሽለሽና ድካም ያስከትላሉ። በተጨማሪም በሽታው ትኩሳት፣ ሳል እና ሽፍታ ሊያስከትል ይችላል። • ረጅም ጊዜ ሲቆይ በሽታው የተመጣጠነ ምግብ እጥረት፣ የእድገት ችግር፣ የመማርና የመስራት ችግርን ያስከትላል። <p>የእንስሳቶችም ዓይነ ምድር ትላትሎችን ወደ ሰው ሊያስተላልፍ ስለሚችል መወገድ አለበት።</p>
ማጠናከርያ ልምምድ	የተወሰኑ ተማሪዎች የበሽታዎችን ጠቋሚ ምልክቶች በሰውነት እንቅስቃሴ ወይም በምልክት እንዲያሳዩ ጠይቃቸውና የተቀሩት ተማሪዎች ደግሞ የተመለከቱትን መሰረት በማድረግ ምን እንደሆነ እንዲገምቱ አድርገው።

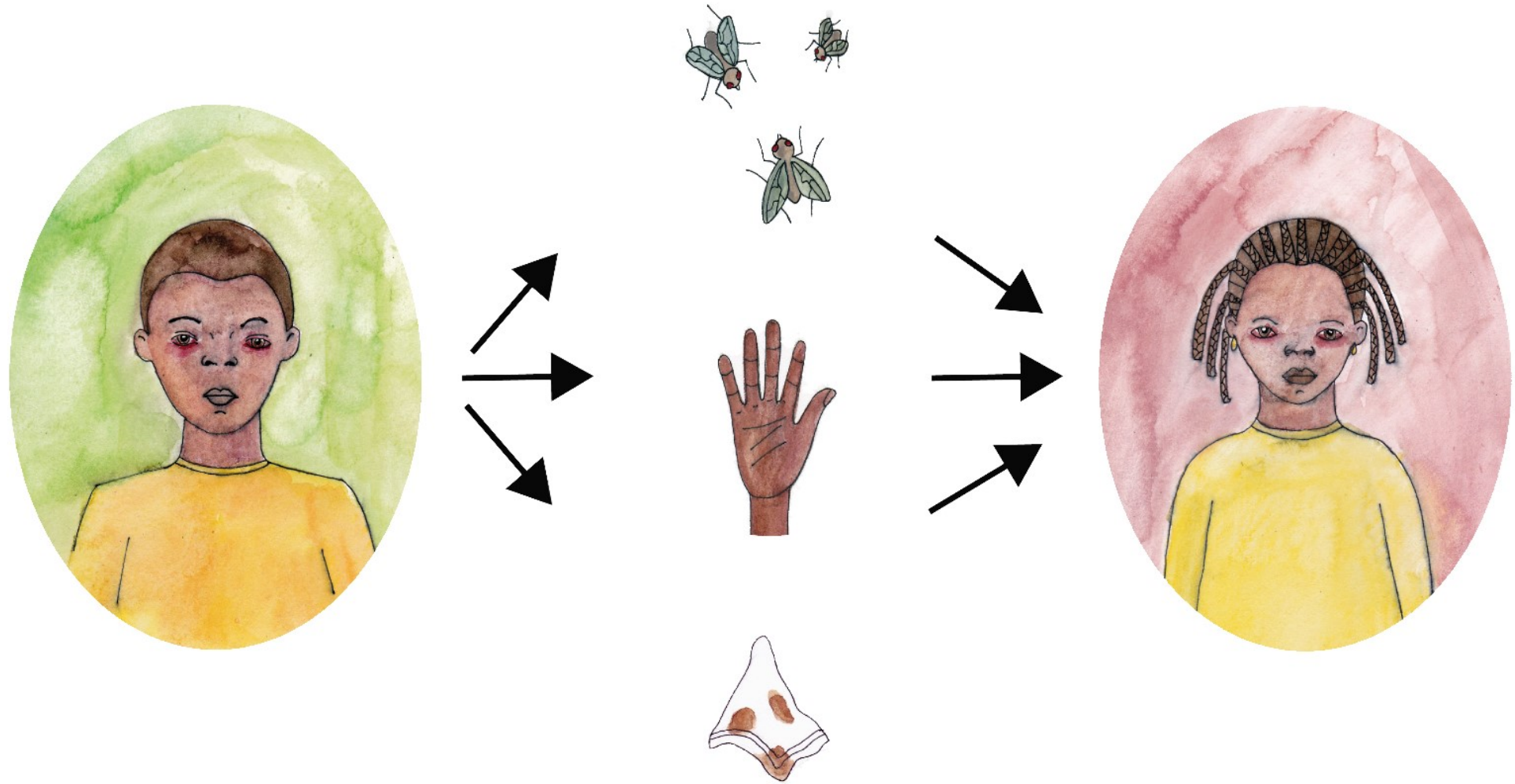
3. የጥገኛ ተውሳኮች ከታመመ ወደ ጤናማ ሰው መተላለፍ



3. የጥገኛ ተውሳኮች ከታመመ ወደ ጤናማ ሰው መተላለፍ

ጥያቄ	በዓይነምድር ውስጥ የሚገኙ ትላትሎች እኛን ሊበክሉ የሚችሉባቸው 5 መንገዶች ምን ምንድናቸው?
ውይይት	<p>ይህ ስእላዊ መግለጫ ጥገኛ ተውሳኮች እንዴት እንደሚዛመቱ ያሳያል፤</p> <p>5 የብክለት መንገዶች:</p> <ol style="list-style-type: none"> 1. ውሃ- በዓይነምድር የተበከለ ውሃ በመጠጣት ወይም ውስጡ በመዋኘት በትሎች ልንያዝ እንችላለን ፤ 2. ዝንቦች- ዝንቦች ዓይነምድር ላይ ካረፉ በኋላ ምግብም ላይ ያርፋሉ፤ 3. እጆቻችን- መጸዳጃ ቤት ከተጠቀምን በኋላ ወይም ምግብ ከመመገባችን በፊት እጆቻችንን ባለመታጠባችን ልንታመም እንችላለን፤፤ ቆሻሻ እና የትሎ እንቁላሎች እጆቻችን ላይ ሊሆኑ ይችላሉ፡፡ 4. ምግብ- ከመብላታችን በፊት ፍራፍሬዎቻችንና አትክልቶቻችን ካላጠብን ወይም ካለበሰልን በዓይነምድር ወይም በትሎች እንቁላል ቆሻሻው ሊሆኑ ይችላሉ፤፤ 5. እግር- ሰዎች ባዶ እግራቸውን በሚራመዱበት ወቅት አንዳንድ ትሎች በቆዳቸው አልፈው ሊገቡ ይችላሉ፤
ማጠናከርያ ጥያቄ	የትኞቹ ተግባራት በጥገኛ ትላትሎች እንዳንያዝ ሊከላከሉልን ይችላሉ?

4. የአይንማዝ (ትራኮማ) በሽታ መተላለፍያ መንገዶች

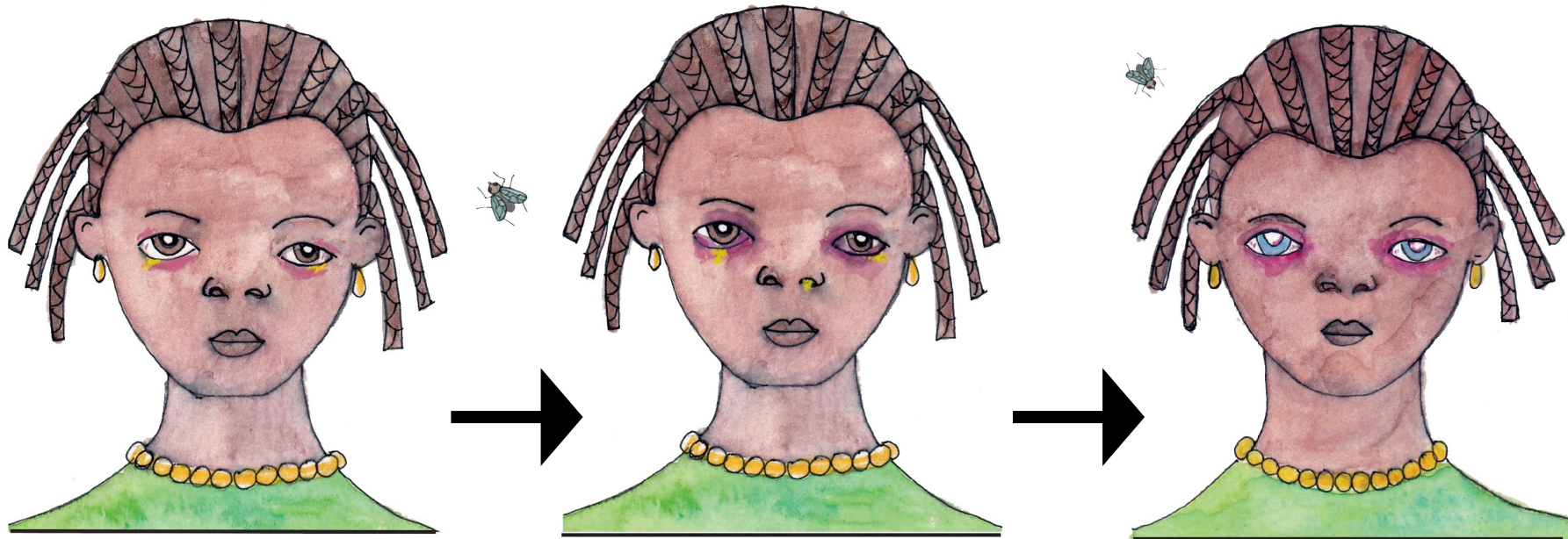


4. የአይንማዝ (ትራኮማ) በሽታ መተላለፍያ መንገዶች

ጥያቄ	ስለላዊ መግለጫው ላይ በመመርኮዝ የአይንማዝ በሽታ (ትራኮማ) ከታመመ ወደ ጤናማ ሰው ሊዛመት የሚችልባቸው 3 መንገዶች ምን ምንድናቸው?
ውይይት	<p>የአይንማዝ በሽታ፤ ትራኮማ ክላሚድያ በሚባሉ በዓይን በማይታዩ ጥቃቅን ባክቴሪያዎች ይመጣል። አይንማዝ (ትራኮማ) በአለማችን ለአይነ ሰውርነት በመዳረግ ቀዳሚው ተላላፊ የአይን በሽታ ነው ፤፤ የሚተላለፍባቸው መንገዶች፡-</p> <ol style="list-style-type: none"> 1. ዝንቦች- ዝንቦች ከታመመ ሰው አፍንጫ ወይም አይን በሚወጣ ፈሳሽ ላይ ያርፉና ከዚያም በጤናማው ሰውዬ ፍት ያርፋሉ፤ 2. የቆሽሽ እጆች- የታመመ ሰው አይኑን ካሽ በኋላ የጤናማውን ሰው እጅ ይነካል፤፤ ጤናማ ሰዎችም በቆሽሽ እጃቸው አይናቸውን ከነኩ እነሱንም ትራኮማ ይይዛቸዋል፤ 3. የቆሽሽ ልብሶች- የታመሙ ሰዎች አይናቸውን በጨርቅ ካሹ በኋላ ጤናማ ሰዎችም ይህንን ተመሳሳይ ጨርቅ ይጠቀማሉ፤፤ <p>በበሽታው መያዝን የሚጨምሩ ሁለት ተጨማሪ መንገዶች፡</p> <ol style="list-style-type: none"> 4. **የቆሽሽ ፊት- ዝንቦች ወደ ቆሽሽ ፊት ይሳባሉ፤ 5. **ሜዳ ላይ መጸዳዳት- ዝንቦች በዓይነምድሩ ላይ ይራባሉ
ማጠናከርያ ጥያቄዎች	<ul style="list-style-type: none"> · መጸዳጃ ቤት መጠቀም ከአይንማዝ (ትራኮማ) በሽታ ይከላከላል። እንዴት? · አይንማዝን (ትራኮማን) መከላከል የምንችልባቸው ተጨማሪ ድርጊቶች ምን ምንድናቸው?



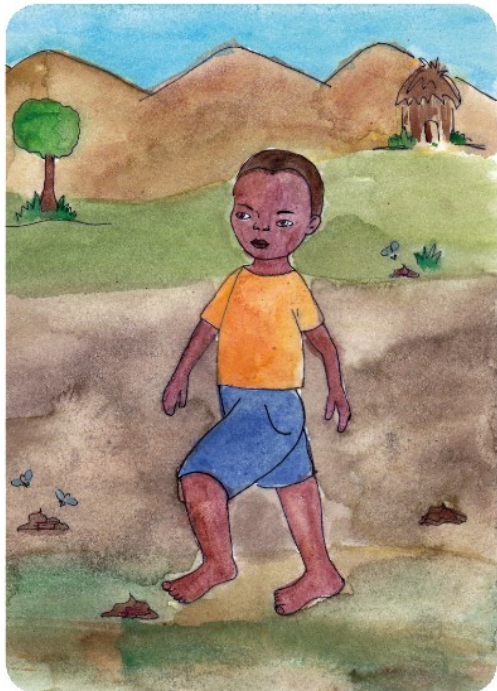
5. የአይንማዝ (ትራኮማ) በሽታ መባባስ



5. የአይንማዝ (ትራኮማ) በሽታ መባባስ

ጥያቄ	በአይንማዝ (ትራኮማ) በሽታ መያዝን የሚያሳዩ የመጀመርያ ጠቋሚ ምልክቶች ምን ምንድናቸው? በአይንማዝ በሽታ በተደጋጋሚ መጠቃት ምንን ሊያስከትል ይችላል?
ውይይት	<ul style="list-style-type: none"> • ይህ ካርድ የሚያሳየው የአይንማዝን (የትራኮማን) መባባስ ወይም እድገት ነው። ሲጀምር አካባቢ ከዓይን ውስት የሚወጣ ፈሳሽ እና የአይን መቆጣት ምልክትን ያሳያል። • በተደጋጋሚ በበሽታው መጠቃት በታማሚው አይን ውስጥ ጠባሳ እንዲኖር፤ ነገሮችን በጥራት የማየት ችግር እና ምናልባትም አይነ ስውርነትን ሊያስከትል ይችላል።
ማጠናከርያ ጥያቄ	በእናንተ ማህበረሰብ ሰዎች የአይን ህመምን እንዴት ነው የሚያክሙት?

6. ጤናማ ባህርያት: ፊት መታጠብና ጫማ ማድረግ



6. ጤናማ ባህርያት: ፊት መታጠብና ጫማ ማድረግ

ጥያቄዎች	<p>ፊትዎን መታጠብ አስፈላጊ የሆነበት ምክንያት ምንድን ነው?</p> <p>ጫማ ማድረግ አስፈላጊ የሆነበት ምክንያት ምንድን ነው?</p>
ውይይት	<ul style="list-style-type: none"> • የቆሽሽ ፊት ዝንብን ይስባል፤ ዝንቦች ትራኮማን ከአንዱ አይን ተሸክመው ወደ ሌላ ሰው ይወስዳሉ፤፤ • ጫማ ማድረግ ከአንጀት ጥገኛ ትሎች ይከላከላል ያለበለዝያ ትሎ ከቆሻሻው ወደ ልጆች እግር ሊገባ ይችላል፤
ማጠናከርያ ልምምድ	<p>ተማሪዎችን ጤናማ የንጽህና ባህርያትን የተመለከተ መዝሙር ያስተምሯቸው፤</p>

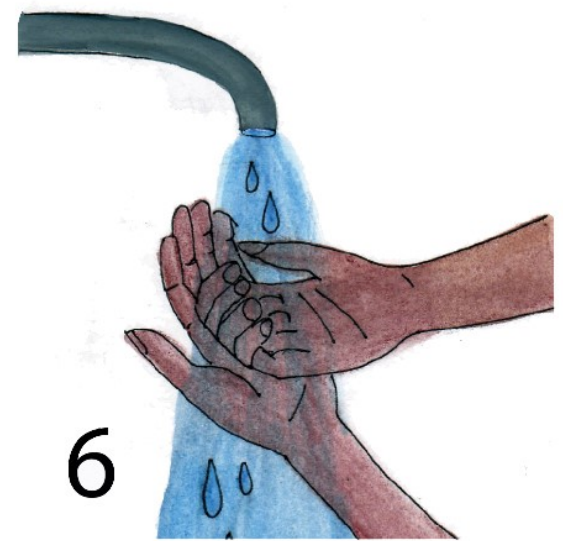
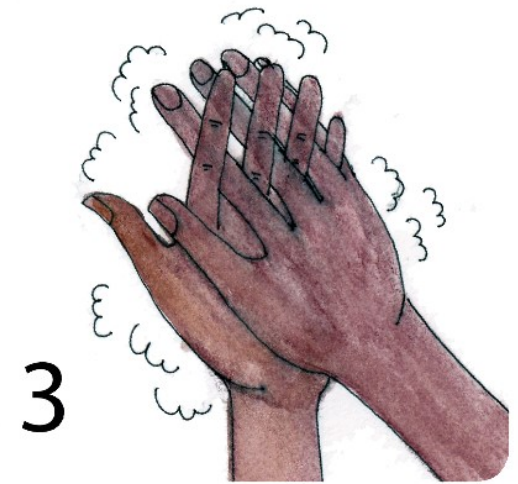
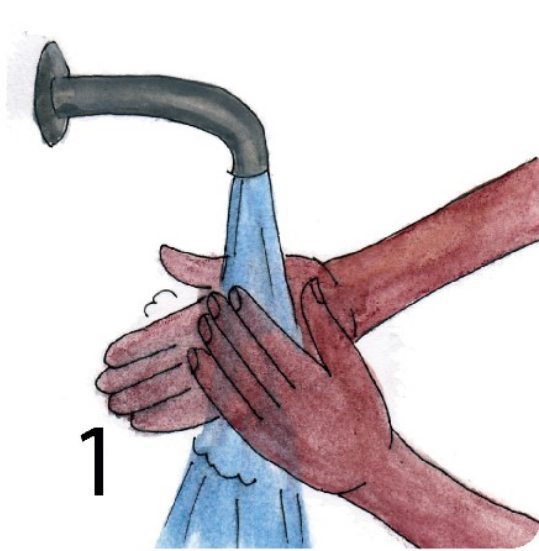
7. እጃቸንን ማጽዳት ያለብን ትክክለኛ ጊዜያቶች



7. እጃቸንን ማጽዳት ያለብን ትክክለኛ ጊዜያቶች

ጥያቄ	እጃቸንን ለመታጠብ በጣም አስፈላጊ ጊዜያቶች የቶቹ ናቸው?
ውይይት	<p>በሽታን ለመከላከል በጣም ጠቃሚ ከሆኑ ባህርያት አንዱ እጅን በሳሙናና በውሃ መታጠብ ነው።</p> <p>እጃቸንን ለመታጠብ በጣም አስፈላጊ ጊዜያቶች:</p> <ul style="list-style-type: none"> ✓ ዓይነምድር ከነካን በኋላ ✓ ከምግብ ጋር ከመነካካትዎ በፊት <p>ምክንያቱም ዓይነምድር በሽታን ይሸከማል፤ ምግብ በምንመገብበት ወቅት እጃቸን ላይ ዓይነምድሩ ካለ አብረነው እንበላለን።</p>
የትስስር ጥያቄ	ተማሪዎን ይጠይቁ: ዓይነምድር በልታችሁ ታውቃላችሁ? እጃችሁን የማትታጠቡ ከሆነ እየበላችሁት ይሆናል!

8. የእጅ እጥበቅ ቅደም ተከተሎች



8. የእጅ እጥበት ቅደም ተከተሎች

ጥያቄ	ትክክለኛው የእጅ እጥበት ቅደም ተከተሎች ምን ምንድናቸው?
ቅድመ ተከተሎች	<ol style="list-style-type: none"> 1. በመጀመርያ በንጹህ ውሃ እጅን ማስነካት ወይም ማለሰለስ፤ 2. እጅህን በሳሙና በአግባቡ መቀባት፤ 3. ለብዙ ሴኮንዶች የእጅን የተለያዩ ክፍሎች ማሸት፤ 4. የጣቶችህን መካከል በሙሉ በደንብ ማጽዳት፤ 5. የጥፎሮችህን የላይ ክፍልና ውስጡን ማጽዳት፤ 6. በመጨረሻም እጅህን በንጹህ ውሃ ማለቅለቅ።
መልመጃ	<p>ወደ እጅ መታጠብያ ገንዳው ይዘህቸው ሂዱ። ከዝያም ሁለት ተማሪዎችን በመምረጥ ቅደም ተከተሉን እየተከተሉ እጃቸውን እየታጠቡ ሌሎች ተማሪዎችን እጃቸውን በአግባቡ እንዴት መታጠብ እንደሚችሉ ያሳዩዋቸው።</p>

9. ጤናማ ባህርያት: መጸዳጃ ቤት መጠቀም እና ማጽዳት



9. ጤናማ ባህርያት: መጻዳጃ ቤት መጠቀም እና ማጽዳት

ጥያቄ	<p>በስተግራ በኩል ካሉት ምስሎች ጤናማ ያልሆነው የትኛው ነው?</p> <p>በስተቀኝ በኩል ካለው ምስል 2 ጤናማ ያልሆኑ ባህርያት የቶቹ ናቸው?</p>
ውይይት	<p>ጤናማ ያልሆኑ ባህርያት:</p> <ul style="list-style-type: none"> • ሜዳ ላይ መጻዳጃ ቤት በሽታን ያሰራጫል፤ • የቆሽሽ አካባቢ ዝንቦችን ሊስብ ይችላል፤ በመሬት ላይ ያለ ዓይነምድር ትሎችን ሊያሰራጭና ሰዎች እንዲታመሙ ሊያደርግ ይችላል፤፤ <p>ጤናማ ባህርያት:</p> <ul style="list-style-type: none"> • ሰዎች መጻዳጃ ቤት መጠቀም አለባቸው፤ መጻዳጃ ቤት ዓይነምድርን ከመሬት እና ከምንጠቀመው ውሃ አካባቢ ያርቅልናል፤ መጻዳጃ ቤቱ ንጹህ መሆን አለበት ከጉድጓዱ ውጪም አይነ ምድር ሊኖር አይገባም፤፤ • ሰዎች ዝንቦችን ሊስቡ እና ትሎችን ሊያሰራጩ ከሚችሉ አይነምድር እና ቆሻሻዎች አካባቢያቸውንና ክፍላቸውን ማጽዳት አለባቸው፤፤ <p>የመጻዳጃ ቤቶችን ማጽዳት አስፈላጊ ነው። መጥፎ ሽታ ሰዎች መጻዳጃ ቤቱን እንዳይጠቀሙበት እና ዝንቦች እንዲመጡ ያደርጋል። ዓይነምድር ወደ መጻዳጃ ቤቱ ውስጥ ታጥቦ መግባት አለበት እናም ውጪ ላይ መታየት የለበትም፤፤</p>
ማጠናከርያ ጥያቄ	የትምህርት ቤት አካባቢ ጤናን እንዴት ማሻሻል ይችላሉ?

10. ጤናማ ባህርያት: ውሃን በአግባቡ ማከማቸት እና ፍራፍሬዎችን ማጠብ



10. ጤናማ ባህርያት: ውሃን በአግባቡ ማከማቸት እና ፍራፍሬዎችን ማጠብ

ጥያቄ	<p>ውሃችንን እንዴት ደህንነቱ ተጠብቆና ጤናማ በሆነ መንገድ ማከማቸት እንችላለን?</p> <p>የቆሽሹ ፍራፍሬዎችና አትክልቶች እንዴት በሽታን ሊያሰራጩ ይችላሉ?</p>
ውይይት	<ul style="list-style-type: none"> • ውሃን በንጹህና በተሸፈነ መያዣ እቃ ማስቀመጥ አስፈላጊ ነው።። ንጹህ ውሃ በቆሽሽ ማጠራቀም እቃ ምክንያት ሊበከል ይችላል።። ማጠራቀም ያለው ካልተሸፈነ በራሪ ነፍሳትና ቆሻሻዎች ውሃ ውስጥ ገብተው ሊበከሉ ይችላሉ።። • በፍራፍሬዎችና በአትክልቶች ላይ ያለ ቆሻሻ የትላትሎችን እንቁላል ሊሸከም ይችላል።። ስለዚህም ከመብላታችን በፊት ፍራፍሬዎችንና አትክልቶችን ማጠብ፤ መላጥ ወይም ማብሰል አስፈላጊ ነው።።
የማጠናከርያ ልምድ	<p>ከተማሪዎቻችሁ ጋር ትምህርት ቤት ጊቢ ውስጥ ዞር ዞር በማለት የውሃ እና የጽዳት ሁኔታን ገምግሙ።። ውሃው ደህንነቱ በተጠበቀ መንገድ ነው የተቀመጠው? መጻዳጃ ቤቶችስ ንጹህ ናቸው?</p>

