

Healthy Schools

WASH Club Guidebook





Our Mission

We are Christians providing access to safe water, and improved sanitation and hygiene, one village at a time.

Our Vision

Safe water for every child. A healthy home for every family. The love of Christ for all.



Healthy Schools WASH Club Guidebook

Revised March 2022

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Introduction

What This Guidebook Is

Lifewater International believes that children can be changemakers in their schools, homes, and communities. If healthy hygiene and sanitation habits are formed as children, entire societies can be changed in a generation. Throughout this curriculum, students will learn that they are changemakers who can make a difference in the lives of others. This curriculum is designed to provide lesson content, discussion questions, and fun activities that teach children how to be changemakers for improved health in their own lives and the lives of those around them.

This manual is based on principles of participatory learning. The lessons are designed to guide children to understand underlying concepts tied to concrete actions rather than memorize facts by rote. Facilitators are encouraged to lead discussions that give children an opportunity to consider the issues at hand and allow children to create solutions to the problems they encounter in their environment.

Each context and each school will have its own set of unique needs, so this manual can be adapted for different contexts. This manual is also not a comprehensive examination of all WASH needs in schools and communities.

Who This Guidebook Is For

The lessons are designed for primary school teachers to facilitate regular school health club gatherings in limited-resource settings. The lessons can be adjusted for different cultures, ages, and contexts. Individuals working with groups of primary school-aged children desiring to improve the students' health-related behaviors should find this curriculum useful.

Lesson Format

Structure

The manual comprises thirteen lessons, each of which include a game or fun activity, a discussion prompt, relevant Bible verse, and an action-oriented brainstorming session. Instructors are provided with the key message, materials list, and accompanying posters for each lesson. Each lesson builds upon the previous lessons, and culminate in a group cheer which reviews all previous lessons learned.

Use this curriculum along with the **WASH Club Poster Set** to add visual aids for the lesson discussions. These posters are referenced throughout the lessons and provide helpful connections for students.

The following describes the sections included in each lesson.

Preparation and Materials Needed: This will explain any materials that need to be gathered or prepared before the start of the lesson. It is recommended to review these prior to the training so any necessary materials can be purchased, printed, prepared, and brought to the training.

Expected Time: This is the amount of time you should plan for the lesson to be completed.

Key Message(s): These are the main messages the lesson, activities, and discussion intend to communicate.

Review (if applicable): This is the part of the lesson where participants are asked to share the key messages from the previous lesson.

Discussion: These questions are intended to help participants engage around the topic of the lesson. They are a way to reflect upon any learning that may have taken place. These questions are a guide and can be supplemented with topical questions from the facilitator.

Group Activity (if applicable): Most lessons involve some type of group or interactive activity. Instructions for the activity are included within the lessons.

Take-Home Messages: Each lesson will end with a set of “take-home” messages. These are the key points from the lesson to review with the group.

Any text that is noted in italics should be read and communicated to the participants.

Training Schedule and Overview

Lesson	Duration	Key Message(s)	Materials Needed
Lesson 1	1 hour	All students can be changemakers in their school, their family, and community.	WASH Club Guidebook Rope for activity Certificate of WASH Club membership for each student
Lesson 2	45 mins	Many diseases are spread through feces, hands, flies, animals, and water.	WASH Club Guidebook Disease Pathways poster set String, sticks, or tape to show pathways
Lesson 3	45 mins	Smart students stop the spread of diseases.	WASH Club Guidebook Disease Prevention poster set Waterborne disease poster set
Lesson 4	45 mins	Drink safe water for better health.	WASH Club Guidebook Flip chart paper Safe/Unsafe Water poster set
Lesson 5	45 mins	Wash hands with 5 steps and always use soap.	WASH Club Guidebook Handwashing poster set Charcoal for group activity
Lesson 6	45 mins	Wash hands with soap or ash during critical times.	WASH Club Guidebook 4 images from Disease Pathways poster set (feces, hands, food, mouth) 3 copies of handwashing image

Lesson 7	45 mins	Wash raw fruits and vegetables before eating and cover our food to keep out flies.	WASH Club Guidebook 4 images from Disease Pathways poster set (feces, food, dirty plates, fields)
Lesson 8	45 mins	Personal hygiene is important for good health.	WASH Club Guidebook Personal Hygiene poster set
Lesson 9A	1 hour	Menstruation is a normal part of maturing.	WASH Club Guidebook Paper and markers
Lesson 9B	1 hour	Menstruation is part of maturing for girls and it is normal.	WASH Club Guidebook Paper and markers
Lesson 10A	1 hour	Girls should have good hygiene practices to be healthy during menstruation.”	WASH Club Guidebook Healthy Girls Poster set String, yellow beads, and red beads
Lesson 10B	1 hour	Smart boys are supportive of girls during menstruation.	WASH Club Guidebook Helpful boys poster set
Lesson 11	45 mins	Always use latrines for health, safety, and dignity.	WASH Club Guidebook Flip-chart paper Markers Latrine diagram poster

Lesson 12	45 mins	Cleaning our latrine prevents diseases from spreading.	WASH Club Guidebook Items to clean latrine to show as example and for game (broom, water, ash in container, toilet brush, cleaner, rubbish bin, etc.)
Lesson 13	1 hour	Clean compounds reduce flies, which makes schools and homes healthier and more comfortable.	WASH Club Guidebook Flip-chart paper Markers Clean school poster Dirty school poster Scrap paper for game

Lesson 1: We Are Changemakers!

Preparation and Materials Needed

WASH Club Guidebook
Rope for activity
Certificate of Wash Club membership for each student

Expected Time

45 mins

Key Messages

All students can be changemakers in their school, family, and community!

Game

Play: Telephone

Everyone stands in a circle. The facilitator whispers a sentence into the ear of the person on their right next to him/her so that only that one person can hear. The message is passed around the circle to the right one person at a time. No one can ask clarifying questions or to have the message repeated. The last person in the circle says the message they heard loudly to the whole group. The message usually changes as it is passed along so the facilitator also shares what the original message was. Play multiple times with different phrases:

“Even though I am young, I can be a changemaker in my school, my family, and in my community.”

“The monkey ran across the road to take a banana from me, but I wouldn’t give it to him until he washed his hands.”

“I can help others learn about a lifestyle and they can also become changemakers.”

Discussion

Ask:

1. What do you think it means to be a changemaker?
2. Can you think of any examples of changemakers you have heard of?

Explain: *Diarrhea, worms, cold, flu, and coughs can all be related to WASH. These diseases make people sick when people drink unsafe water, don't wash their hands, and don't use a latrine.*

Ask: *Now, knowing this definition, can you think of any examples of changemakers you have heard of?*

Group Activity

Read: Read this story to the students. Choose one student to act as the lion, one student to act as the mouse and two students to act as the hunters. As you read, encourage them to make the story come alive!

A small mouse crept up to a sleeping lion. The mouse admired the lion's ears, his long whiskers and his great mane. "Since he's sleeping," thought the mouse, "he'll never suspect I'm here!" With that, the little mouse climbed up onto the lion's tail, ran across its back, slid down its leg and jumped off its paw. The lion awoke and quickly caught the mouse between its claws. "Please," said the mouse, "let me go and I'll come back and help you someday." The lion laughed, "You are so small! How could ever help me?" The lion laughed so hard he had to hold his belly! The mouse jumped to freedom and ran until she was far, far away.

The next day, two hunters came to the jungle. They went to the lion's lair. They set a huge rope snare. When the lion came home that night, he stepped into the trap. He roared! He wept! But he couldn't pull himself free. The mouse heard the lion's pitiful roar and came back to help him. The mouse eyed the trap and noticed the one thick rope that held it together. She began nibbling and nibbling until the rope broke. The lion was able to shake off the other ropes that held him tight. He stood up free again! The lion turned to the mouse and said, "Dear friend, I was foolish to ridicule you for being small. You helped me by saving my life after all!"

Ask:

1. What happened in this story?
2. Would the lion be able to escape without the mouse?
3. How was the mouse an example of a changemaker?
4. How can we be like the mouse in this story, like changemakers?

Explain: *In this story, the lion thought the mouse was too small to make a difference or be able to help him. The mouse knew that he was small, but mighty, even if he didn't know how he would be able to help. When the mouse saw that the lion was in trouble, he came up with a solution to make a difference. Because of the mouse's courage to chew through the rope and make a change, the lion was able to escape from the hunters. When we see a need and have the courage to make a difference and do what we can, then we are changemakers just like the mouse.*

Bible Verse

Read: *"Don't let anyone look down on you because you are young. Set an example for the believers [in Jesus] in what you say and in how you live. Also set an example in how you love and in what you believe... Be careful of how you live and what you believe. Never give up. Then you will save yourself and those who hear you." – 1 Timothy 4:12, 16*

Ask: *What are ways we can set an example for others?*

Club Decision

In this WASH Club, students will learn about many ways to become healthier. Their friends and families also need to know these things. Give the WASH Club time to decide if they will commit to teaching their friends and families about better health.

Ask: *By being a part of this WASH Club, you are committing to be a changemaker in this school and in your family.*

Beginning with the next lesson, we will learn very important things to help us become healthier. Are you willing to share this information with your friends and your families and with other students at this school?

Distribute certificates of WASH Club membership to students who have committed to participating in the WASH Club and sharing the information with others.



Certificate of Membership

This is to certify that

Is an active member of the _____ year, school _____ WASH Club

Date



WASH Club Leader



Changemaker Cheer

Lead: Lead the club in the WASH Club Cheer. Most weeks this cheer will get longer, as new lessons are learned.

Have the class make up an action or dance move to represent this new lesson. Everyone says together while doing the action/dance move:

Everyone stands and points to himself-herself and says together:
"I am a changemaker!"

Everyone points and someone else and says:
"You are a changemaker!"

Say together:
"We are changemakers!"

Lesson 2: How Diseases Are Spread

Preparation and Materials Needed

WASH Club Guidebook
Disease Pathways poster set
String, sticks, or tape to show pathways

Expected Time

45 mins

Key Messages

Many diseases are spread through feces, hands, flies, animals, and water!

Review

Ask:

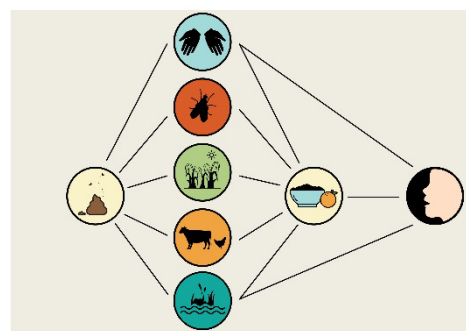
1. *Do you remember what you learned from last lesson?*
 2. *How have you been a changemaker since our last meeting?*
-

Discussion

Ask:

1. *Do you know how diseases are spread?*
2. *What are ways that you and your friends get sick?*

Guide: Use the Disease Pathways Poster Set to show how WASH-related diseases are spread. Lay the feces poster and the mouth poster about two meters apart on the ground. Arrange the rest of the posters in the order that is shown in the reference picture. Have strings or sticks available to show the pathways from the feces poster to the mouth poster that germs could travel to make someone sick. Start by showing the students one pathway that germs can travel. Let the students complete the rest of the pathways while explaining to the group.



Explain: *Diseases like diarrhea, colds, flu, and skin diseases are very common. WASH-related diseases happen when germs and bacteria get in our bodies. There are many germs in human feces. When people do not use a latrine but defecate in the open, all that bacteria is also in the open. When flies land on feces, they spread the germs to everything else they land on. When rain washes feces away, germs spread into rivers and lakes. Animals can also walk through feces and spread the germs. When our hands touch dirty things and then touch food or our mouths – or when flies land on our food – the germs get into our mouths and make us sick.*

Game

Play: WASH Tag

Choose one student to be “Germs” and one student to be the “WASH Hero”. “Germs” chases everyone else in the game and when they touch someone they shout “Tag, you’re sick!”. The student who was tagged must freeze in place and cannot move. The “WASH Hero” can come and unfreeze the student by acting out a WASH behavior together: squatting down and saying “latrine”, rubbing hands together and saying “handwashing”, or pretending to drink water and saying, “clean water”. Once they are unfrozen, they can continue playing the game. The game ends when the “WASH Hero” and all students are frozen or when the facilitator says it has ended.

Bible Verse

Read: “Love your neighbor as yourself. Love does no harm to its neighbor.” – Romans 13:9-10

Ask:

1. *What are ways we might be spreading diseases to our neighbors or our friends and family?*
 2. *What are ways we can show love to our neighbors to keep them healthy?*
-

Club Decision

Ask:

1. *What is one thing we can do to stop the spread of diseases?*
2. *How can we be sure to do this regularly at school and at home?*
3. *How do we teach this to other students?*

Decision:

After learning about how diseases are spread, students will make a commitment to _____. (examples: washing their hands, covering their food to keep flies out)

Changemaker Cheer

Lead: Lead the Wash Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We know how diseases are spread” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

Lesson 3: We Stop the Spread of Disease!

Preparation and Materials Needed

WASH Club Guidebook
Disease Prevention poster set
Waterborne disease poster set

Expected Time

45 mins

Key Messages

Smart students stop the spread of diseases!

Review

Ask:

1. *Do you remember what you learned from last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *What are ways that diseases can be spread?*
-

Game

Play: Blob Tag

Choose one student to be “It.” “It” chases everyone else in the game and when they touch someone, they join hands to form a tagging pair. The pair now chase others while holding hands, moving as a “Blob.” When they tag someone else, that person joins hands and becomes part of the tagging blob. The members of the tagging blob must work together to keep moving in the same direction to achieve their goal of tagging everyone. The game ends when everyone has been tagged and joined the blob, or when the facilitator says it has ended.

Discussion

Explain: *Diarrhea, worms, cold, flu, and coughs can all be related to WASH. These diseases make people sick when people drink unsafe water, don't wash their hands, and don't use a latrine.*

To prevent diarrhea: drink safe water + use a latrine + wash hands

To prevent worms: drink safe water + use a latrine


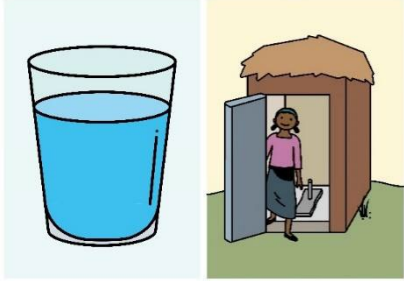






To prevent a cold: wash hands

To prevent the flu: wash hands

To prevent a cough: wash hands

Group Activity

Distribute prevention posters (safe water, use latrine, and wash hands) to several students. Hold up one example of a waterborne disease and ask students to explain how to prevent it and have the student that has the correct poster put it on top of the disease. Use the chart below to make sure the students are correct. Continue reading the diseases until students can remember the prevention methods for each disease.

Disease	How to prevent
<p>Worms:</p> 	<p>Drink safe water + use a latrine</p> 
<p>Influenza:</p> 	<p>Wash hands</p> 
<p>Cough:</p> 	<p>Wash hands</p> 
<p>Diarrhea:</p> 	<p>Drink safe water + use a latrine + wash hands</p> 

Bible Verse

Read: *[Jesus speaking] “A thief comes only to steal and kill and destroy. I have come so they may have life. I want them to have it in the fullest possible way.” –John 10:10*

Ask:

1. *How do diseases kill and destroy lives?*
 2. *What kind of life does God say he wants us to have?*
-

Club Decision

Ask: *What is one thing we can do as a WASH Club to stop the spread of disease at school and at home?*

Decision: After discussing the importance of stopping the spread of disease, students will make a commitment to _____. (examples: always wash their hands, building more tippy taps at school)

Changemaker Cheer

Lead: Lead the Wash Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We stop the spread of diseases!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

Lesson 4: We Drink Safe Water!

Preparation and Materials Needed

WASH Club Guidebook
Flip chart paper
Safe/Unsafe Water poster set

Expected Time

45 mins

Key Messages

Drink safe water for better health!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *How do you know whether water you drink is safe to drink or will make you sick?*
-

Game

Play: Rubbish in the Drain

Depending on the number of students, select two or three students to be the “Rubbish”. Have the “Rubbish” form the drain by standing in a line with about 1 meter between them, facing the rest of the students, who should be in a group about 6 meters away. The facilitator yells, “Rubbish in the drain!” The group of students attempt to run through the drain without being tagged by the “Rubbish.” Those who get tagged are now also rubbish and stay in the drain. Those who make it through can make another run through the drain. But anyone who was tagged must join the rubbish. Continue the game until everyone has been caught.

Discussion

Ask:

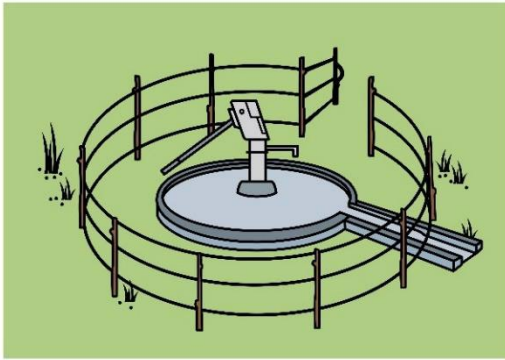
1. Does anyone know what are considered safe water sources?
2. Does anyone know what are considered unsafe water sources?
3. What can we do to make water safe to drink?

Explain: *Water that is safe to drink comes from sealed sources. Water from on top of the ground (e.g. rivers, ponds, rain runoff, etc.) is not safe. Springs protected with cement, wells with hand pumps, and rain tanks are examples of sealed sources which are safe to drink from. Water that might make you sick comes from unsealed sources. Open springs, ponds, and rivers are unsafe to drink from because germs can get into those water sources and then make your body sick. Uncovered rain jars are also unsafe because germs can get into them easily.*

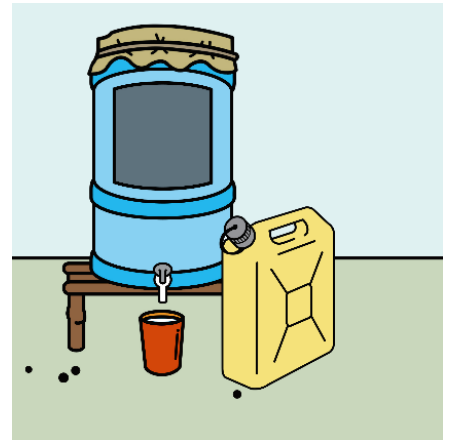
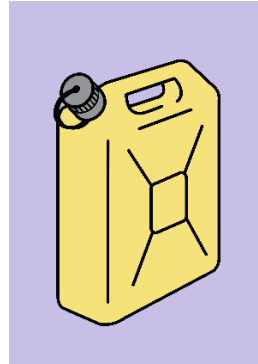
Group Activity

Take two flip chart papers and lay them on the group side by side. Label one “safe water source,” label the other “unsafe water source.” Pass out the safe/unsafe water source posters to each child until all the posters are passed out. Have the students stand outside of the flip chart paper. Explain that you’ll say a water source out loud and whomever has that poster should place it either in the “safe water source” paper or in the “unsafe water source” paper. After they have chosen a category, discuss as a group whether the decision was correct or not. If not correct, explain why not and move the photo to the correct space. See the answer key below.

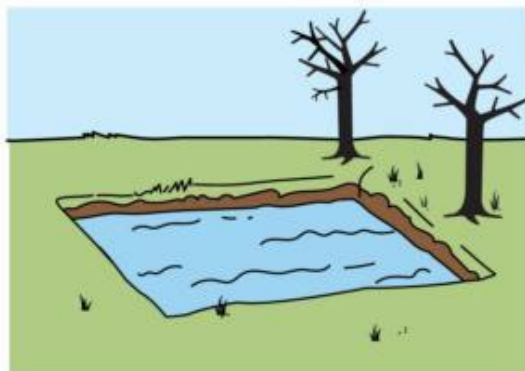
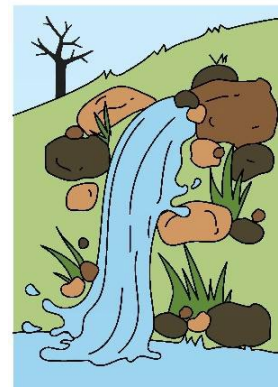
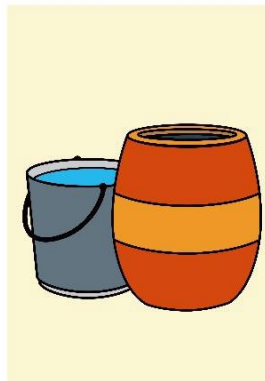
After the game, **explain:** *Never drink water from an unsafe source because it will make you sick. Germs are in unsafe water sources. You can make unsafe water safe by boiling it. Then, store your safe water in clean, narrow mouth containers to keep it safe.*



Safe Water Sources



Unsafe Water Sources



Bible Verse

Read: *“Jesus answered, ‘Everyone who drinks this water will be thirsty again. But anyone who drinks the water I give them will never be thirsty. In fact, the water I give them will become a spring of water in them. It will flow up into eternal life.’” -- John 4:13-14*

Ask:

1. *What does it feel like to be extremely thirsty?*
 2. *In what ways does Jesus remove our thirst?*
 3. *What can we do to obey God?*
-

Club Decision

Ask: *What is one thing we can do as a WASH Club to spread this message about using safe water sources to others?*

Decision: After discussing the importance of drinking safe water, students will make a commitment to _____. (examples: always boil unsafe water before drinking, using a filter before drinking water, using small mouth jerry cans)

Changemaker Cheer

Lead: Lead the Wash Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We drink safe water!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

Lesson 5: How We Wash Our Hands

Preparation and Materials Needed

WASH Club Guidebook
Handwashing poster set
Charcoal for group activity

Expected Time

45 mins

Key Messages

Wash hands with 5 steps and always use soap!

Review

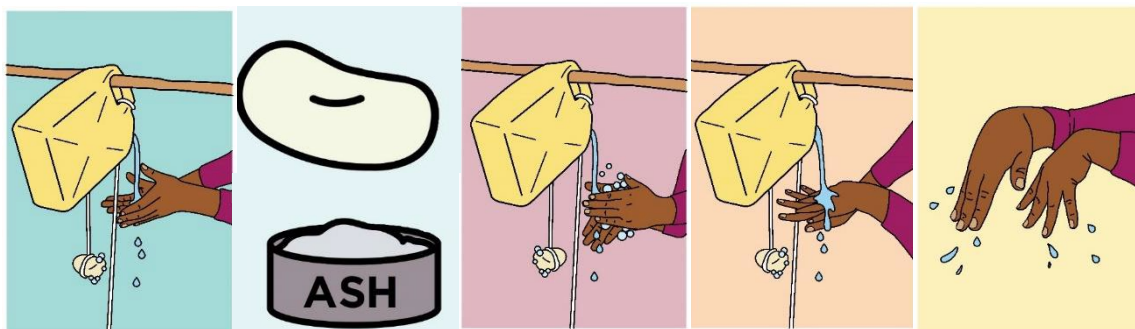
Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *Why is it important to wash our hands?*
 4. *Can two or three people demonstrate how they normally wash their hands?*
-

Game

Play: WASH Scavenger Hunt

Before students arrive, hide each step of handwashing in a different location throughout the room or compound. If there are 4 children then have at least 4 sets of the complete handwashing steps or if the group is large, you can form small groups. When the facilitator says “go” the students must run throughout the room (or compound) competing to find the 5 different images. Once they have found all 5 images, they must work to put them in the correct order—the first student or group to do so (and have it verified by the facilitator) wins.



Discussion

Use the images from the game to help explain: *There are five steps of handwashing:*

1. First, wet hands with water
2. Second, add soap (or ash)
3. Third, rub hands together very well for 20 seconds—including the tops of hands, wrists, and between fingers and under fingernails
4. Fourth, rinse hands with water
5. Fifth, dry your hands by shaking them in the air

Explain: Washing our hands with only water and not soap is called “rinsing” our hands. To rinse hands does not get the germs off our hands. It may remove dirt so that our hands look clean, but the tiny germs from feces which cannot be seen are still on our hands and can make us sick. Soap and ash grab on to tiny germs and then the water takes the germs and the soap or ash off our hands.

Group Activity

Lead: Have one student cover their hands in charcoal. Everyone then walks around shaking each other’s hands, including the person with glitter/charcoal. After a few minutes, have everyone look at their hands and see how dirty they are.

Ask: *If one person doesn’t wash their hands after defecating and has feces on their hands, how does that impact others?*

Have people rinse their hands with water only. Does this get the glitter or charcoal off? Usually not much.

Then have people wash their hands with soap and water. Does this get the glitter or charcoal off? Usually almost everything.

Ask: *How has using soap changed the impact of washing hands?*

Bible Verse

Read: God says: *“Wash yourselves; make yourselves clean; remove the evil of your deeds from before my eyes; cease to do evil, learn to do good, seek justice, correct oppression.”* —Isaiah 1:16-17

Ask: *We wash our hands to remove dirt and germs on our hands so that we do not get sick; how can we “make ourselves clean” spiritually?* (Example answers: By asking God and others for forgiveness, through prayer, through keeping our minds focused on Jesus.)

Explain: *God says that he does not like things that are unclean, both germs and sin. God wants us to be physically and spiritually healthy and clean.*

Club Decision

Ask: *What is the most important thing about how to wash hands to teach the other students?*

Decision: After discussing the importance of handwashing, students will make a commitment to _____. (examples: washing their hands correctly, always use soap, etc.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We wash our hands!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

Lesson 6: When We Wash Our Hands

Preparation and Materials Needed

WASH Club Guidebook

4 images from Disease Pathways poster set (feces, hands, food, mouth)

3 copies of handwashing image

Expected Time

45 mins

Key Messages

Wash hands with soap or ash during critical times!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *Which activities do you think it is most important to wash our hands before?*
 4. *Which activities do you think it is most important to wash our hands after?*
-

Game

Play: Rainstorm

Everyone sits in a circle. No one is allowed to do an action until they see the person on their left do the action first, then they may begin. Everyone continues doing the same action until they see the person on their left change. Make a “rainstorm” by doing the following actions, each one started by the facilitator and then going around the circle.

Actions: Rub hands together – snap fingers – pat lap – clap hands – clap hands and stomp feet – clap hands only – pat lap – snap fingers – rub hands together

Discussion

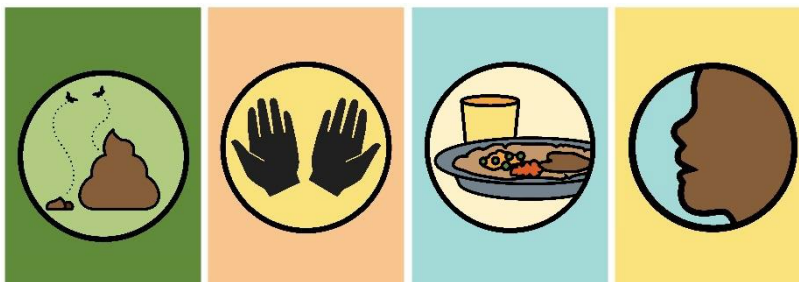
Explain: *The most important times to wash hands are:*

*Before eating
Before touching food
After defecating
After touching a child's feces*

Explain: *There are even more germs in a baby's and a young child's feces than in feces of older children and adults. Some people think that feces from babies or children is not dangerous, but that is not true. Their feces is just as dangerous, or even more dangerous, than that of adults and older children.*

Group Activity

Lead: Lay down four pictures from the Disease Pathways poster set to show only the handwashing-related images: feces, hands, food, mouth.



Ask: *How can germs spread from feces to hands and into mouths?* Let several students answer.

Explain: *To stop germs in feces from spreading and making people sick, it is very important to wash hands with soap and water after defecation and after contact with a child's feces.*
(Place an image of handwashing between the feces and hand images.)

Explain: *To make sure we are not getting germs on our food or in our mouths, it is very important to wash hands with soap and water before eating and before preparing food.*
(Place an image of handwashing between the hand and food images.)

Explain: *To make sure we are not getting germs in our mouths, it is very important to wash hands with soap and water after eating food.*
(Place an image of handwashing between the food and mouth images.)

Bible Verse

Read: *“Wash yourselves; make yourselves clean; remove the evil of your deeds from before my eyes; cease to do evil, learn to do good, seek justice, correct oppression.” –Isaiah 1:16-17*

Ask: *Do you know what justice means? What does oppression mean? How can we seek justice and correct oppression?*

Explain: *Justice is like fairness, and oppression is when people are treated badly. We can seek justice and correct oppression by helping others when they need help, and by making sure that no one is mistreated.*

Ask: *Can anyone think of a way we can seek justice and correct oppression in our school?*

Explain: When children in our school are oppressed and treated unjustly, such as when children are laughed at or when children are mean to others, then our school is not clean and pure in God’s eyes. God wants us to be clean and pure in how we wash our hands to stay healthy and also in how we treat each other.

Club Decision

Ask: *What is the most important thing about when to wash hands to teach the other students?*

Decision: After discussing the importance of when to wash hands, students will make a commitment to _____. (examples: wash their hands at the most critical times, always wash hands after using the latrine, etc.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We wash our hands at critical times!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

Lesson 7: We Eat Safe Food

Preparation and Materials Needed

WASH Club Guidebook

4 images from Disease Pathways poster set (feces, food, dirty plates, fields)

Expected Time

45 mins

Key Messages

Wash raw fruits and vegetables before eating and cover your food to keep out flies!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *How can unwashed food (fruits and vegetables), dirty utensils (plates and cups), and uncovered food make us sick?*
-

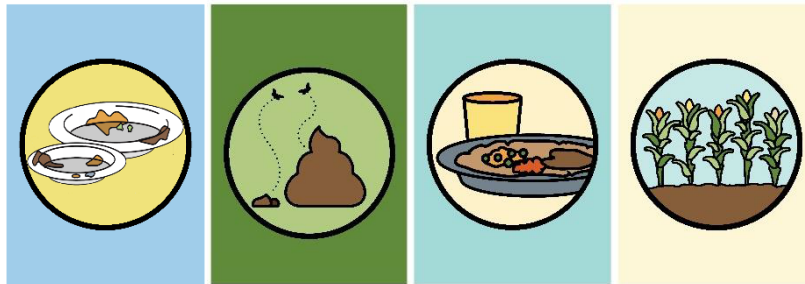
Game

Play: Kid, Kid, Fly!

One student is a "Fly" and the rest of the students are the "Kids." All the kids sit in a circle in chairs or on the ground. The fly walks around the outside of the circle, patting each kid on the head and saying "kid...kid...kid...". As the fly walks around the circle, he/she chooses one student at random and taps their head saying "Fly!". The tagged kid gets up and chases the fly around the circle while the fly tries to get back around the circle to the empty seat and sit down before being tagged by the new kid. If successful, the fly rejoins the seated kids and the tagged kid becomes the new fly who must walk around the circle tagging kids. If the fly is not successful in getting to the empty seat before being tagged, they must continue walking around the circle tagging kids.

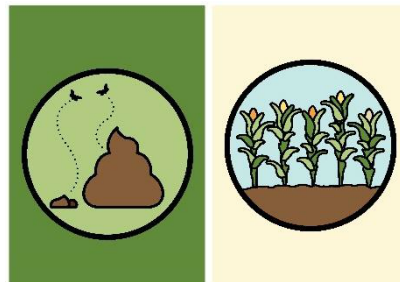
Group Activity

Go outside and bring with you the following posters from the Disease Pathways poster set: feces, open bowl of food, dirty plates, cultivated field/garden (corn, etc.). Lay these down in a line outside, and place each picture 5-10 meters apart.



Part 1: Fruits and Flies

Have half the class stand by the picture of the garden/field and pretend to be mangoes (make up a fun way for mangoes to stand). Have the other half of the class pretend to be flies, and have them stand next to the feces poster. Tell them that flies love mangoes, but they also really love feces, and have them run back and forth between the feces and their friends the mangoes. After a few rounds, have everyone stand still.



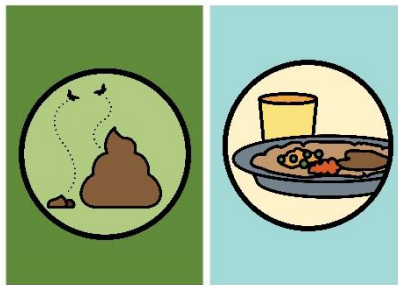
Ask: *How are diseases spread through unwashed fruits and vegetables?*

Ask: *How can you make sure the fruit and vegetables you eat are clean.*

Explain: *Fruits and vegetables that are not washed may have germs from feces, which could have spread from flies, dirt, or other places. If we eat fruits and vegetables without washing them, we are eating the dirt and germs and even feces that are on the food.*

Part 2: Food and Flies

Then have one group become plates of food and have them stand next to the picture of the food. Say that the family is getting ready to eat a tasty meal but they have not covered the food they set on the table. Have the other group act like flies, who love food but they also really love feces. Have the flies run back and forth from the picture of feces to their friends the food. After a few rounds, have everyone stand still.



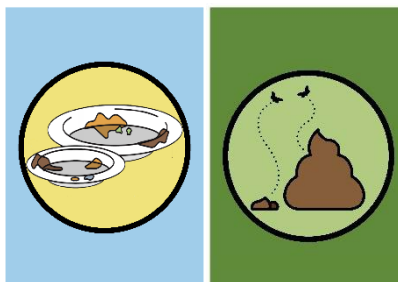
Ask: *How are diseases spread through flies on uncovered food?*

Ask: *How can you make sure that flies can't make your food dirty?*

Explain: *Just like we wash our hands to remove germs and stay healthy, we must wash utensils like bowls, plates, and cups to stay healthy. The sun is good at killing germs, so after washing utensils, dry them in the sun in a place where animals can't get them dirty again.*

Part 3: Plates and Flies

Then have one group become empty plates and have them stand next to the dirty plates. Say that the family just finished a tasty meal and they set their plates on the ground to use later, without washing them. Have the other group act like flies, who love dirty dishes but they also really love feces. Have the flies run back and forth from the picture of feces to their friends the bowls. After a few rounds, have everyone stand still.



Ask: *How are diseases spread through dirty dishes and utensils?*

Ask: *How can you make sure that the dishes and utensils you use are clean?*

Explain: *When flies land on our food, they bring germs from feces and other places and put them on our food. We need to cover our food to keep it safe from flies.*

Bible Verse

Read: "Suppose someone listens to the word but doesn't do what it says. They are like a person who looks at their face in a mirror. After looking at themselves, they leave. And right away they forget what they look like." – James 1:23-34

Ask: *What happens when we hear good advice but don't put it into practice?*

Ask: *What are things the Bible teaches us that we need to not just know, but also do?*

Ask: *What are things you have learned in the WASH Club that are important to put into practice?*

Club Decision

Ask: *What is one thing we can do as a WASH Club to spread this message to other students?*

Decision: After discussing the importance of eating safe food, students will make a commitment to _____. (examples: always washing food before eating, cover their food so flies don't get to them)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, "We eat safe food!"

"You are a changemaker!"

"We are changemakers!"

"We know how diseases are spread!"

"We stop the spread of diseases!"

"We drink safe water!"

"We wash our hands!"

"We wash our hands at critical times!"

"We eat safe food!"

Lesson 8: We Practice Good Personal Hygiene!

Preparation and Materials Needed

WASH Club Guidebook
Personal hygiene poster set

Expected Time

45 mins

Key Messages

Personal hygiene is important for good health!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *Do you know why it is important to wash our bodies?*
-

Game

Play: Giant's Treasure

One player is picked to be the “giant.” He or she stands at one end of the room, and everyone else stands at the other side. A piece of “treasure” is placed under the giant’s legs (i.e. a water bottle, cup, etc.). The giant must stand with his back to the other players. The object is for the players to take the treasure from the giant. However, when the giant turns around everyone must freeze in place. If a player is caught moving once the giant turns around, they are out. You can decide ahead of time if being out means the player has to go back to the starting line or is out until the next round. Eventually someone gets the treasure and runs to the other side to start the game again, this time with a new giant.

Discussion

Lay down each hygiene poster as you discuss the points below:

Explain: *It is most important to wash your hands. However, it is also good to wash your face, teeth, and hair.*

Face: *Wash your face with soap and clean water every day to prevent eye infections like trachoma.*



Teeth: *Brush teeth with fluoride toothpaste if available, or with a tooth stick, every day to clean out the food that gets stuck between teeth. It is also good to use a toothpick to clean between teeth.*



Hair: Wash hair with clean water and with soap if available. Make sure that when you dry your hair, it is only with a clean cloth. This will help keep away skin diseases like scabies.



Fingernails: Germs love to live under our fingernails, so it is very important to clean underneath them when washing hands; also trim them if possible.



Feet: Wash your feet with warm water and dry them well; if possible wear shoes and avoid walking around bare foot as there are infections you can get by walking bare foot.



Group Activity

Have students stand together in pairs, partners facing each other. When you call out a body part, they will act out how to practice good hygiene for that body part. For example, if you say “face”, the students act out washing their face with soap and clean water. Continue for teeth, hair, and fingernails, belly button, ear, knee, etc. Do the same, a second or third time, going more quickly each time.

Club Decision

Ask: *What is one thing we can do as a WASH Club to spread this message to other students?*

Decision: After discussing the importance practicing good personal hygiene, students will make a commitment to _____. (examples: bathe regularly, wash their face daily, etc.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We wash our bodies!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

Lesson 9A: Menstruation is Normal! (For Girls)

Separate genders: Lesson 9A is for girls and 9B is for boys.

Preparation and Materials Needed

WASH Club Guidebook
Paper and markers

Expected Time

1 hour

Key Messages

Menstruation is a normal part of maturing!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *What do you know about menstruation?*
 4. *Who teaches girls about menstruation?*
-

Game

Play: Musical Chairs

Count the number of girls. Gather one less than that number of chairs and put them in a circle with the backs facing the center of the circle (if there are no chairs available, put pieces of paper in a circle for each girl). Have girls stand around the circle. Sing a song or play music and instruct girls to walk in a circle around the chairs (or paper). When the music stops, each girl must find a chair (or piece of paper). The one who is unable to do so is out. Remove a chair (or paper) and continue to game until there is just one girl remaining—she is the winner!

Discussion

Explain:

Between ages 10 and 14, girls will notice changes in their bodies including physical and emotional changes.

One such change is called “menstruation” which means that a girl’s body is preparing for the future when she might decide to become pregnant and have a baby.

During menstruation, the lining of a girl’s uterus comes out along with blood through her vagina. This can last for 2-7 days and usually happens every month.

During menstruation, girls can sometimes experience pain or discomfort in their lower abdomen or back.

In many countries around the world, it is an unmentionable topic and the practical aspects of menstrual hygiene are ignored.

Monthly bleeding is normal and is not something to fear!

Group Activity

Play: True and False

Draw a starting line on the ground. Have the girls stand next to each other behind the start line. Give each girl 2 pieces of paper and have them write “true” on one and “false” on the other. Read one of the true or false statements from below and have each girl hold up their answer. Give the correct answer and have the girls who answered correctly take 1 step forward. If they answered incorrectly, they don’t move. Fully explain why the statement is true or false and continue through the list until complete. The After completing the statements, the girl who has moved the most steps forward is the winner.

1. **Statement:** *Every girl’s menstrual cycle is different.*

Answer: *True. Every girl is unique, and she might have a different experience with menstruation than her sister or friend. Menstruation usually occurs for 2-7 days, one time per month.*

2. **Statement:** *A girl should not apply perfume, lotion, or make-up during menstruation.*

Answer: *False. A girl can continue using these products as she normally does.*

3. **Statement:** *If a girl keeps her first sanitary pad, it can prevent acne or protect her from others’ bad intentions.*

Answer: *False. There are many false superstitions about the power of menstrual blood, but it is just like any other blood in the human body.*

4. **Statement:** *Laughing, exercising, deep breathing and stretching are good ways to manage mood changes during the menstrual cycle.*

Answer: *True. Keeping active is very important for mental health.*

5. **Statement:** *A woman menstruates every month while she is pregnant.*

Answer: *False. Women do not menstruate when they are pregnant.*

6. **Statement:** *Girls should drink plenty of water when they are menstruating.*

Answer: *True. Drinking water keeps girls healthy and hydrated.*

7. **Statement:** *Menstruation is a disease.*

Answer: *False. Menstruation is a normal part of being female.*

8. **Statement:** *Girls should be excluded from activities during menstruation.*

Answer: *False. Menstruation is a normal, regular bodily function in girls, and they can fully participate in any regular activity.*

9. **Statement:** *Eating sour fruit during a girl's menstruation can stop her menstruation.*

Answer: *False. Menstruation is a normal, regular bodily function in girls, and eating certain foods does not change its occurrence.*

10. **Statement:** *Stress or travel can cause you to miss menstruation. Sometimes, you may miss menstruation for no reason.*

Answer: *True. Missing menstruation may happen occasionally and does not necessarily mean a girl is pregnant.*

Bible Verse

Read: *"So God created mankind in his own image, in the image of God he created them; male and female he created them" –Genesis 1:27*

Explain: *God created men and women uniquely.*

Ask: *How does it feel to know you are different and special as a woman?*

Ask: *Knowing this, does it change your perspective of menstruation?*

Club Decision

Ask: *What is one thing about menstruation that you agree is most important to teach other girls?*

Ask: *How can we be sure to help others remember that menstruation is normal?*

Decision: After learning that menstruation is normal, students will make a commitment to _____. (examples: not tease girls when they are menstruating, be patient with each other when a girl is about to start menstruating)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We know menstruation is normal!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

“We know menstruation is normal!”

Lesson 9B: Menstruation is Normal! (For Boys)

Separate genders: Lesson 9A is for girls and 9B is for boys.

Preparation and Materials Needed

WASH Club Guidebook
Paper and markers

Expected Time

1 hour

Key Messages

Menstruation is part of maturing for girls and it is normal!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *What do you know about menstruation?*
-

Game

Play: Musical Chairs

Count the number of boys. Gather one less than that number of chairs and put them in a circle with the backs facing the center of the circle (if there are no chairs available, put pieces of paper in a circle for each boy). Have the boys stand around the circle. Sing a song or play music and instruct boys to walk in a circle around the chairs (or paper). When the music stops, each boy must find a chair (or piece of paper). The one who is unable to do so is out. Remove a chair (or paper) and continue to game until there is just one boy remaining—he is the winner!

Discussion

Explain:

Children often notice physical and emotional changes in their bodies between ages 10 and 14 for girls and 12 and 16 for boys.

For girls, one such change is called “menstruation” which means that a girl’s body is preparing for the future when she might decide to become pregnant and have a baby.

During menstruation, the lining of a girl’s uterus comes out along with blood through her private parts. This can last for 2-7 days and usually happens every month.

During menstruation, girls can sometimes experience pain or discomfort in their lower abdomen or back and can be irritable.

Monthly bleeding is normal for girls and it is never okay to make fun of anyone experiencing it.

Boys can and should support their sisters, mothers, and friends when they are experiencing menstruation!

Group Activity

Play: True and False

Draw a starting line on the ground. Have the boys stand next to each other behind the start line. Give each boy 2 pieces of paper and have them write “true” on one and “false” on the other. Read one of the true or false statements from below and have each boy hold up their answer. Give the correct answer and have the boys who answered correctly take 1 step forward. If they answered incorrectly, they don’t move. Fully explain why the statement is true or false and continue through the list until complete. The After completing the statements, the boy who has moved the most steps forward is the winner.

1. **Statement:** A girl should not attend school during menstruation.
Answer: False. A girl can continue attending school as she normally does.
2. **Statement:** Boys are supposed to make fun of girls when they are menstruating because it is shameful and embarrassing!
Answer: False. Menstruation is completely normal. Boys should support the girls they know who are menstruating and never make fun of them.
3. **Statement:** A woman menstruates every month while she is pregnant.
Answer: False. Women do not menstruate when they are pregnant.
4. **Statement:** Girls should drink plenty of water when they are menstruating.
Answer: True. Drinking water keeps girls healthy and hydrated.

5. **Statement:** Menstruation is a disease.

Answer: False. Menstruation is a normal part of being female.

6. **Statement:** Boys should exclude girls from activities during menstruation.

Answer: False. When girls are menstruating, they can fully participate in any regular activity.

7. **Statement:** Eating sour fruit during a girl's menstruation can stop her menstruation.

Answer: False. Menstruation is a normal, regular bodily function in girls, and eating certain foods does not change its occurrence.

8. **Statement:** Making fun of girls during their menstrual period is wrong and irresponsible.

Answer: True. It is good and responsible to defend girls and help make them comfortable during menstruation.

Group Activity

Read: *"So God created mankind in his own image, in the image of God he created them; male and female he created them" –Genesis 1:27*

Explain: God created men and women uniquely.

Ask: *How does it feel to know you are different and special as a man?*

Ask: *Knowing this, how do you think we should treat girls who are also children of God?*

Club Decision

Ask: *What is one thing about menstruation that you agree is most important to teach the other students?*

Ask: *How can we be sure to help others remember that menstruation is normal?*

Decision: After learning about how menstruation is normal, students will make a commitment to _____. (examples: not tease girls when they are menstruating, be patient with each other when a girl is about to start menstruating)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We know menstruation is normal!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

“We know menstruation is normal!”

Lesson 10A: We Manage Our Menstruation! (For Girls)

Separate genders: Lesson 10A is for girls and 10B is for boys.

Preparation and Materials Needed

WASH Club Guidebook
Healthy Girls poster set
String, yellow beads, and red beads

Expected Time

1 hour

Key Messages

Girls should have good hygiene practices to be healthy during menstruation!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *Why is it important to have good hygiene during menstruation?*
-

Game

Play: Fruit Basket

Assign each student the name of a fruit: “mango”, “pineapple” or “banana.” Have the students stand in a circle with one person in the middle of the circle and then mark their place with a piece of paper. The person who is standing in the middle of the circle calls out one of the three fruit names. The person in the middle and those who were assigned that name must run and find a new piece of paper to stand on. The person who is unable to find a piece of paper now becomes the fruit caller. At any time, the person in the middle can also yell “fruit basket!” and everyone must run and find a new piece of paper. Continue playing for several rounds or until students grow tired.

Discussion

Ask: What have you been told about how to manage menstruation hygienically?

Ask: Is it possible to get sick from poor menstrual hygiene?

Explain: Maintaining good menstrual hygiene means cleanliness of both your body as well as the materials you use to collect the blood. If private parts or the materials are not cleaned regularly, there is a possibility of urinary tract infections or reproductive tract infections which can have long-term effects.

Ask: What are ways to have good hygiene during menstruation?

Explain:

- Always wash private parts from front to back, never from back to front
- Wash your private area twice a day when menstruating
- Change the material you are using for blood collection at least every 6 hours, or more often if there is heavy bleeding
- Always wash your hands with soap and water after cleaning your private area and after touching menstruation materials

Ask: Does anyone know what premenstrual symptoms (PMS) are?

Explain: Premenstrual symptoms (sometimes called PMS) occur about a week before a girl's menstruation begins. The symptoms are different for every girl but can include irritability, depression, crying, oversensitivity, mood swings, sore breasts, bloating, or headaches.

Ask: What are some ways you can prevent premenstrual symptoms or help make those symptoms better?

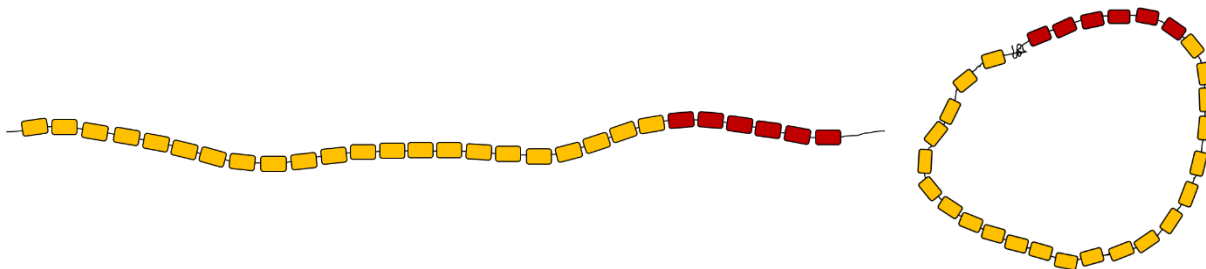
Explain:

- Reducing salt intake can help with the bloating that may accompany menstruation
- Keeping a regular exercise pattern helps ease symptoms during the days prior menstruation
- Warming up a towel and putting it on your stomach may also help with pain in the lower abdomen



Group Activity

Lead: Supply the girls with red and yellow beads and encourage them to make bracelets representing the menstrual cycle. The yellow beads can be used to represent the days they are not bleeding, and the red beads can represent the days they are bleeding. You can encourage girls to make it specific to their own menstruation, but a standard would be 22 yellow beads and 6 red beads. Girls who wear this bracelet can track where they are in their cycle so they know when to expect menstruation to begin. They can also use the bracelets to raise awareness to others about how menstruation is normal.



Bible Verse

Read: “Carry one another’s heavy loads. If you do, you will fulfill the law of Christ.” –Galatians 6:2

Ask: How can girls help other girls who are menstruating?

Club Decision

Ask: What is one thing we can do as a WASH Club to support girls when menstruating?

Decision: After learning that good hygiene during menstruation is important, students will make a commitment to _____. (examples: wash daily when menstruating, always use clean collection materials.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We manage our menstruation!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

"We know how diseases are spread!"

"We stop the spread of diseases!"

"We drink safe water!"

"We wash our hands!"

"We wash our hands at critical times!"

"We eat safe food!"

"We wash our bodies!"

"We know menstruation is normal!"

"We manage our menstruation!"

Lesson 10B: We Support Girls During Menstruation! (For Boys)

Separate genders: Lesson 10A is for girls and 10B is for boys.

Preparation and Materials Needed

WASH Club Guidebook
Helpful Boys poster set

Expected Time

1 hour

Key Messages

Smart boys are supportive of girls during menstruation!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *Do you know why it is important to be supportive of girls who are menstruating?*
-

Game

Play: Fruit Basket

Assign each student the name of a fruit: “mango”, “pineapple” or “banana.” Have the students stand in a circle with one person in the middle of the circle and then mark their place with a piece of paper. The person who is standing in the middle of the circle calls out one of the three fruit names. The person in the middle and those who were assigned that name must run and find a new piece of paper to stand on. The person who is unable to find a piece of paper now becomes the fruit caller. At any time, the person in the middle can also yell “fruit basket!” and everyone must run and find a new piece of paper. Continue playing for several rounds or until students grow tired.

Discussion

Ask: What are some ways boys can support girls when they're menstruating?

Explain:

- Always be kind and nice to girls
 - If you know a girl is not feeling well, ask if you can help with her chores
 - Don't tease a girl if you see she has stained her clothes
 - Give girls privacy if you see them using the latrines
 - Ask them if there is anything you can do to help them
 - If you see a girl washing her underwear or reusable menstrual pads, give them privacy and don't make fun of them
-

Group Activity

Lead: Divide the boys into groups of 2-3 people. Let each group come up with 1 way to help girls when they're menstruating and create a song, dance or drama to represent this idea. Give them 20-25 minutes to complete this and have each group present to all the other groups. If they are having trouble coming up with ideas, use the list below.

- Include girls in activities as usual
- Explain to other classmates why/how menstruation is normal on behalf of your female classmates
- Help girls by getting them clean water to drink so they stay hydrated
- Don't tease girls and stand up for girls against other boys who might tease girls
- Understand that mood changes are normal for girls and be patient with them
- Encourage girls to continue to go to school even when they are menstruating—it can be hard to catch up after missing school days



Bible Verse

Read: *“Carry one another’s heavy loads. If you do, you will fulfill the law of Christ.” – Galatians 6:2*

Ask: *How can boys help carry girls’ heavy loads?*

Club Decision

Ask: *What is one thing we can do as a WASH Club to support girls when menstruating?*

Decision: After learning that good hygiene during menstruation is important, students will make a commitment to _____. (examples: offer to help girls with fetching water while at school, encourage girls to continue to go to school)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We support girls who are menstruating!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

“We know menstruation is normal!”

“We support girls who are menstruating!”

Lesson 11: We Use Latrines Always!

Preparation and Materials Needed

WASH Club Guidebook
Flip chart paper
Markers
Latrine diagram poster

Expected Time

1 hour

Key Messages

Always use latrines for health, safety, and dignity!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *What do you think are the most important things to teach a younger brother or sister about using a latrine?*
-

Game

Play: Draw This

Split the students into two groups. Ask for one volunteer from either group who is willing to draw. Whisper into the ear a WASH-related image for the volunteer to draw (examples listed below). Do not let any other students hear what you say. Take a piece of flip-chart paper and have the student draw the image with both teams guessing what they are seeing. The team that guesses correctly first gets a point. Continue to choose volunteers until you have exhausted the list of possible drawings. The team with the most points in the end wins.

Examples: soap, handwashing station, latrine, feces, clean hands, water filter, flies, clean compound, safe water, dirty water, germs, handwashing, trimming nails, safe food, etc.

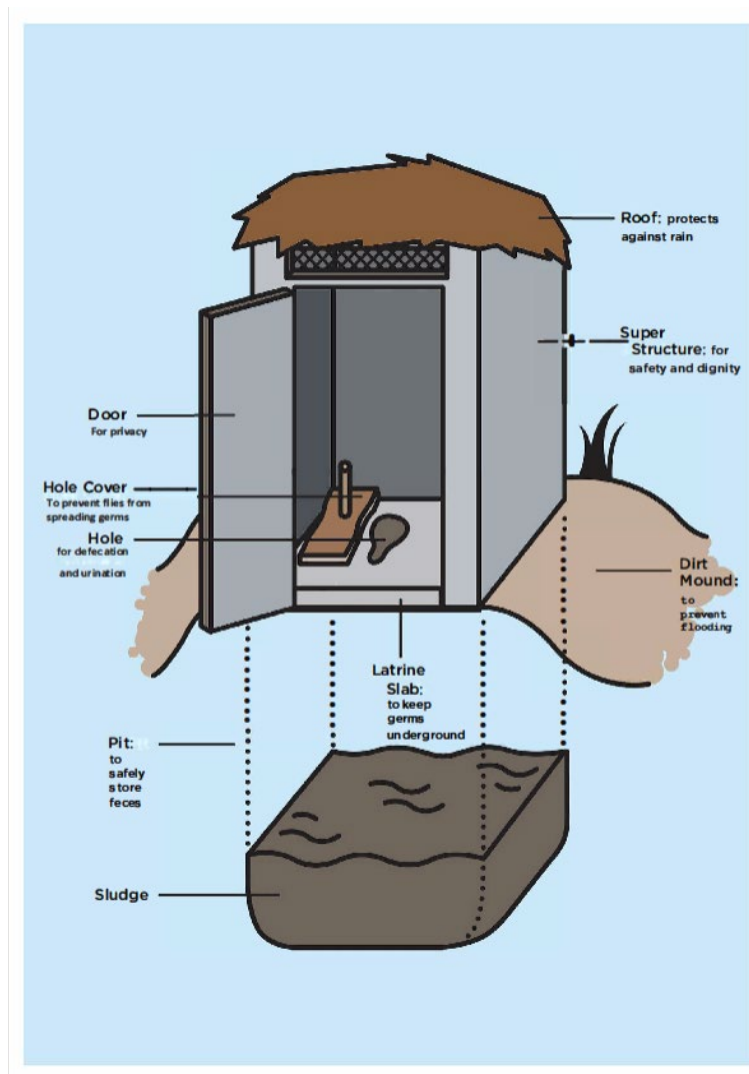
Discussion

Use the latrine diagram to point out the features that are discussed below:

Explain: *Latrines keep us healthy by keeping feces in a covered pit where the germs can't be spread by flies, animals, or rain.*

Explain: *Latrines keep us safe because they have doors to keep other people away and we do not have to walk far to find a private place.*

Explain: *Latrines protect our dignity because they have doors and walls for privacy, and we feel proud to have a designated place for defecation.*



Group Activity

Divide the students into two groups and have each group write the steps to using a latrine on a piece of flip chart paper (steps listed below). Ask students if there are any additional steps that should be included. When the list is agreed upon, give the groups 20 minutes to create a song and dance about the steps of using a latrine. After the time has ended, have each group present their song/dance to everyone.

Steps to using a latrine:

1. Wear shoes
2. Knock on door before entering
3. Close door
4. Squat above hole with feet in footprints if available
5. Direct urine and feces into hole, not on the floor
6. Wipe with safe leaves, paper softened by crinkling in your hands, tissue, or wash with water. Throw tissue and leaves into hole.
7. Leave the latrine clean
8. Close the door behind you
9. Wash hands with soap and water using the five steps

Bible Verse

Read: *“Choose a place outside the camp where you can go to the toilet. Keep a shovel among your tools. When you go to the toilet, dig a hole. Then cover up your waste. The Lord your God walks around in your camp. He’s there to keep you safe... So your camp must be holy. Then he won’t see anything among you that is shameful. He won’t turn away from you.” -Deuteronomy 23:12-14*

Ask: *Did you know that God cares about where you defecate?*

Ask: *Why do you think God wants us to defecate only in a specific place and not just anywhere around the village or in the bush?*

Club Decision

Ask: *What is the most important thing about using a latrine to teach the other students?*

Decision: After discussing the importance of using latrines always, students will make a commitment to _____. (examples: teach others about the importance of latrines, help their parents build a latrine at home.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We use latrines always!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

“We know menstruation is normal!”

“We manage our menstruation!”/“We support girls who are menstruating!”

“We use latrines always!”

Lesson 12: We Clean Our Latrines!

Preparation and Materials Needed

WASH Club Guidebook

Items to clean latrine to show as example and for game (broom, water, ash in container, toilet brush, cleaner, rubbish bin, etc.)

Expected Time

45 mins

Key Messages

Cleaning our latrine prevents diseases from spreading!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *What do you like about using a latrine?*
 4. *What do you dislike about using a latrine?*
-

Game

Play: Grab it!

Bring or gather unused items you would use to clean a latrine such as a broom, water, ash in a container, etc. Put them in a pile and have all students stand in a circle around the pile (about 5 meters away from the items). Ask for one volunteer to stand in the middle with the items and have them call out the name of one item (example: "broom!"). Everyone in the circle must then run to the middle as fast as they can, try and grab the item called, and bring it back to the edge of the circle. The first person to bring the object back to their starting position is the winner. The winner then becomes the caller in the middle, and calls out the name of another item. This continues until all items have been retrieved.

Discussion

Explain: *When latrines are not kept clean, they smell bad, have many flies, and are not comfortable to use. We know that flies make us uncomfortable and they also spread disease.*

Explain: To clean a latrine:

1. Sweep all trash in the latrine down into the pit
 2. For cement latrines – mix water with soap and pour onto floor
 3. For mud floors – sprinkle ash onto floor
 4. Clean the floors with a long-handle hard brush
 5. Sweep the ash or water into the latrine
 6. When you are finished, wash your hands very well with soap and water
-

Group Activity

Choose a student to start the game and whisper one of the words/objects/actions listed below into their ear. The student then must act out/demonstrate this word to the other students without using any words or sounds. The first student that can correctly guess the word/object/action that is being acted out is the winner of that round and becomes the actor.

Examples: Sweeping the ground, cleaning a latrine, rinsing the latrine with water, soap, broom, washing hands, using ash to clean the latrine, a fly, digging a pit latrine, telling others about using a latrine, etc.

Bible Verse

Read: *“All hard work pays off. But if all you do is talk, you will be poor.” – Proverbs 14:23*

Ask: *Cleaning a latrine is hard work; in what way does it pay off?*

Ask: *How could a lot of talk and no action make a person poor?*

Ask: *How would you describe a person who never cleaned their latrine?*

Club Decision

Ask: *What is one thing we can do as a WASH Club to teach the importance of cleaning latrines correctly to others?*

Decision: After discussing the importance of cleaning latrines correctly, students will make a commitment to _____. (examples: cleaning their household latrines on a regular routine, teach others to clean latrines correctly.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We clean our latrines!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

“We know menstruation is normal!”

“We manage our menstruation!”/“We support girls who are menstruating!”

“We use latrines always!”

“We clean our latrines!”

Lesson 13: We Keep Our School Clean!

Preparation and Materials Needed

WASH Club Guidebook
Flip-chart paper
Markers
Clean school poster
Dirty school poster
Scrap paper for game

Expected Time

1 hour

Key Messages

Clean compounds reduce flies, which makes school and homes healthier and more comfortable!

Review

Ask:

1. *Do you remember what you learned last lesson?*
 2. *How have you been a changemaker since our last meeting?*
 3. *What does it mean for something to be clean?*
 4. *What does it mean for something to be dirty?*
-

Game

Play: Cleanest Compound

Scatter many balls, even balls made of rolled paper, around a small area. Separate people into small teams (2-4 people). Each team has one bucket or can that is laying sideways on the ground. When the game begins, each person uses their arms to “sweep” as many balls into their team’s bucket as possible to see who can “clean the compound” the best. The game ends when all balls are in buckets/cans. The team with the most balls wins.

Discussion

Explain: *Similar to how clean hands mean there are fewer germs, a clean compound also means less opportunity for germs to spread between people. Compounds that are clean are well-swept, tidy, and have no rubbish or feces lying around.*

- *Clean compounds are comfortable and sophisticated*
- *Clean compounds smell nice and look beautiful*
- *Clean compounds make students proud to be attending their school*

Discuss: Lay both posters of the school on the ground and ask students to point out any differences they see. After they point out a difference, ask the student to explain which version they prefer and why.



Ask: *What are simple ways to keep your school compound cleaner?*

Explain: *There are many simple ways to keep your compound tidy:*

- *Dig a rubbish pit*
- *Sweep the compound regularly*
- *Use a latrine always*
- *If you see rubbish, sweep it into a bin or rubbish pit*
- *If something is broken, tell a teacher so they can help fix it*
- *Encourage others to do their part in helping your school stay tidy*

Group Activity

Lead: Take students on an exploration walk around the school compound. Before you leave, ask them to pay special attention to what they see that is very clean, and what is very dirty. Ask students for their observations as you walk around. When you return from the walk, have students share their observations. Make a list of the cleanest parts of the school and the dirtiest parts of the school.

Ask: *Which part(s) of our school are we most proud of?*

Ask: *Which part(s) of the school can we make cleaner?*

Ask: *How can we keep these areas clean?*

Bible Verse

Explain: *In the Bible, God describes where we will live in the future, after He has restored all things to the way they are supposed to be. The city is described as honorable, beautiful, bright and clean.*

Ask: *How can we make our school more like this description?*

Ask: *Why do you think God likes things that are honorable, beautiful, and clean?*

Ask: *Do you think God cares about the cleanliness of our school?*

Ask: *How can we honor God in the way we care for our school and for other people?*

Club Decision

Ask: *What is the best way we can commit to keeping our compound clean?*

Ask: *How can we share the message of why a clean compound is important to other students?*

Decision: After discussing the importance of keeping the school clean, students will make a commitment to _____. (examples: clean the school compound daily, pick up any rubbish they see on the school compound.)

WASH Club Cheer

Lead: Lead the club in the WASH Club Cheer and have the students make up an action or dance move to represent this new lesson. Everyone says the cheer together while doing the action/dance moves. Today, add the slogan, “We keep our school clean!” at the end.

“I am a changemaker!”

“You are a changemaker!”

“We are changemakers!”

“We know how diseases are spread!”

“We stop the spread of diseases!”

“We drink safe water!”

“We wash our hands!”

“We wash our hands at critical times!”

“We eat safe food!”

“We wash our bodies!”

“We know menstruation is normal!”

“We manage our menstruation!”/“We support girls who are menstruating!”

“We use latrines always!”

“We clean our latrines!”

“We keep our school clean!”

WASH Club Poster Set



Lesson 1:

We are

Changemakers!



Certificate of Membership

This is to certify that

Is an active member of the _____ WASH Club for the year of 2019



Date

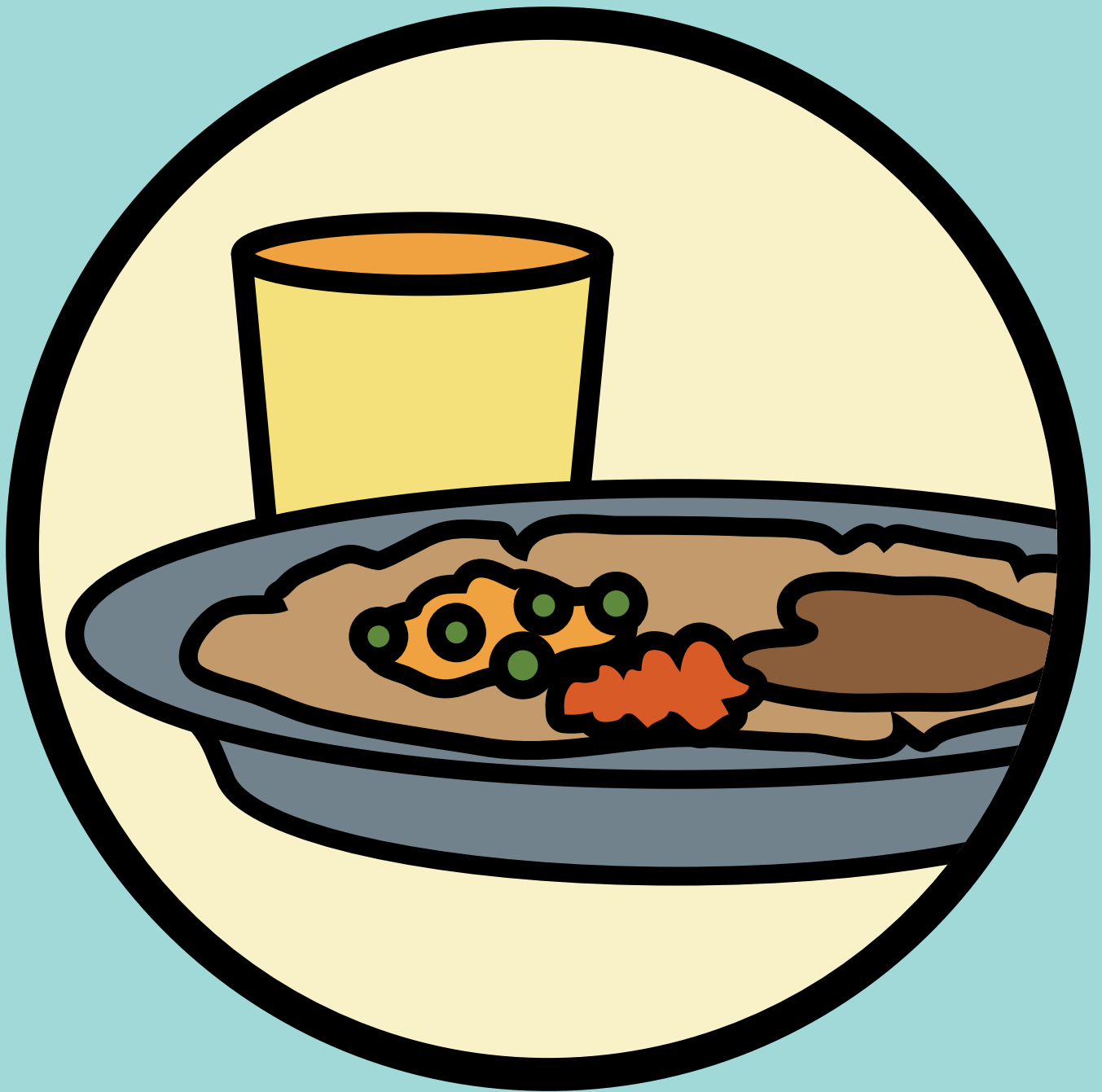
On behalf of Lifewater

Lesson 2:

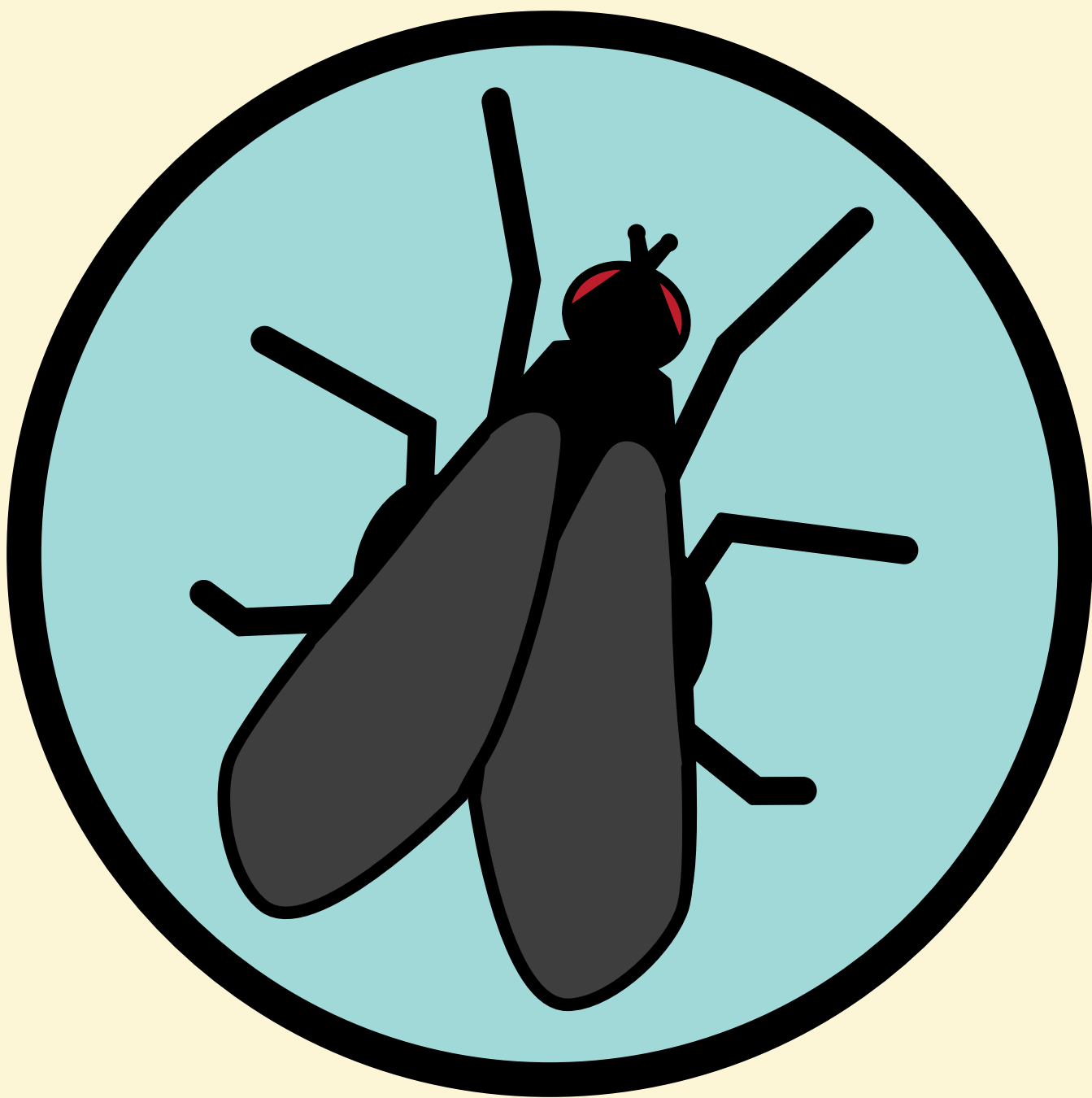
How Diseases are Spread





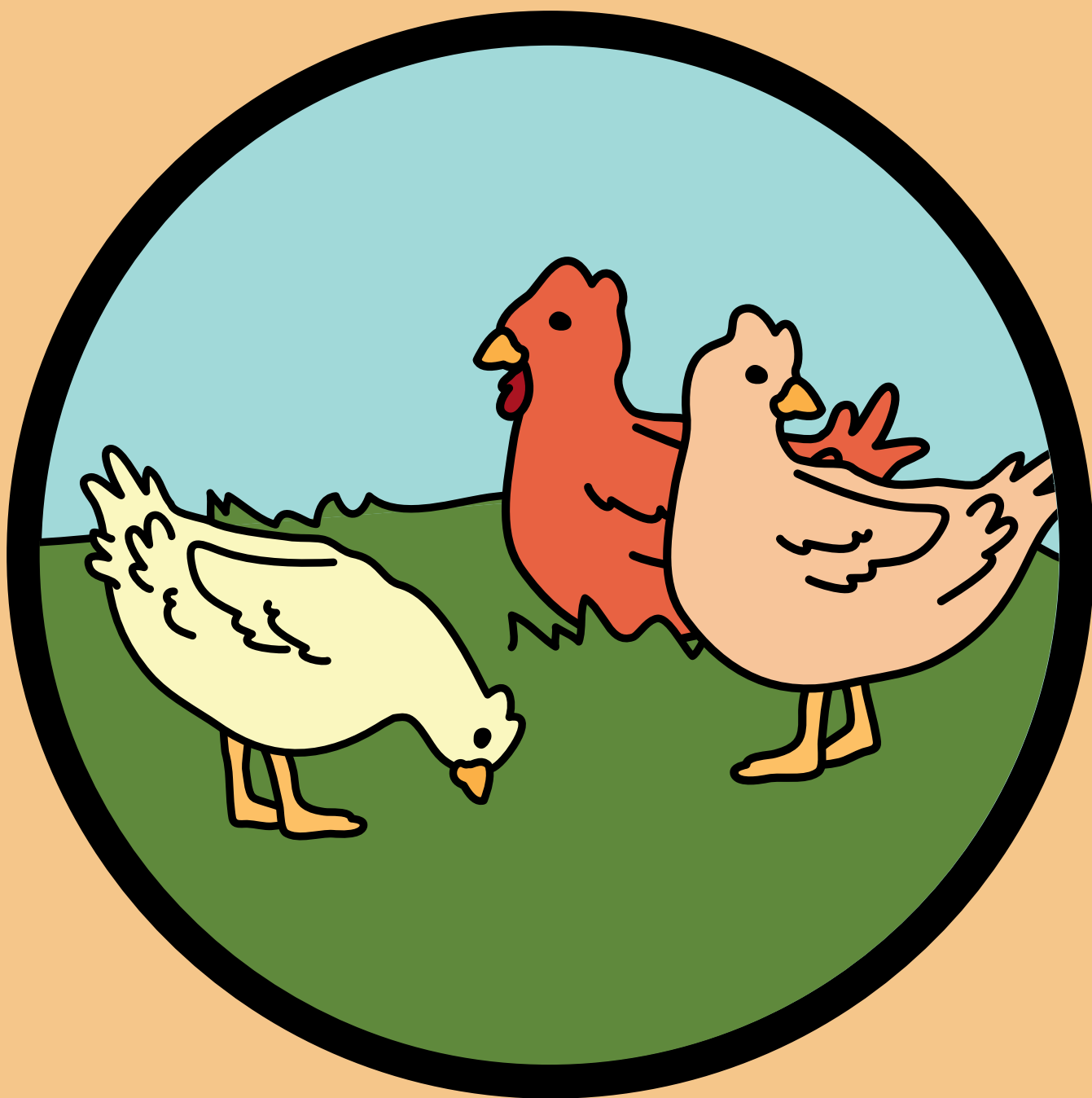


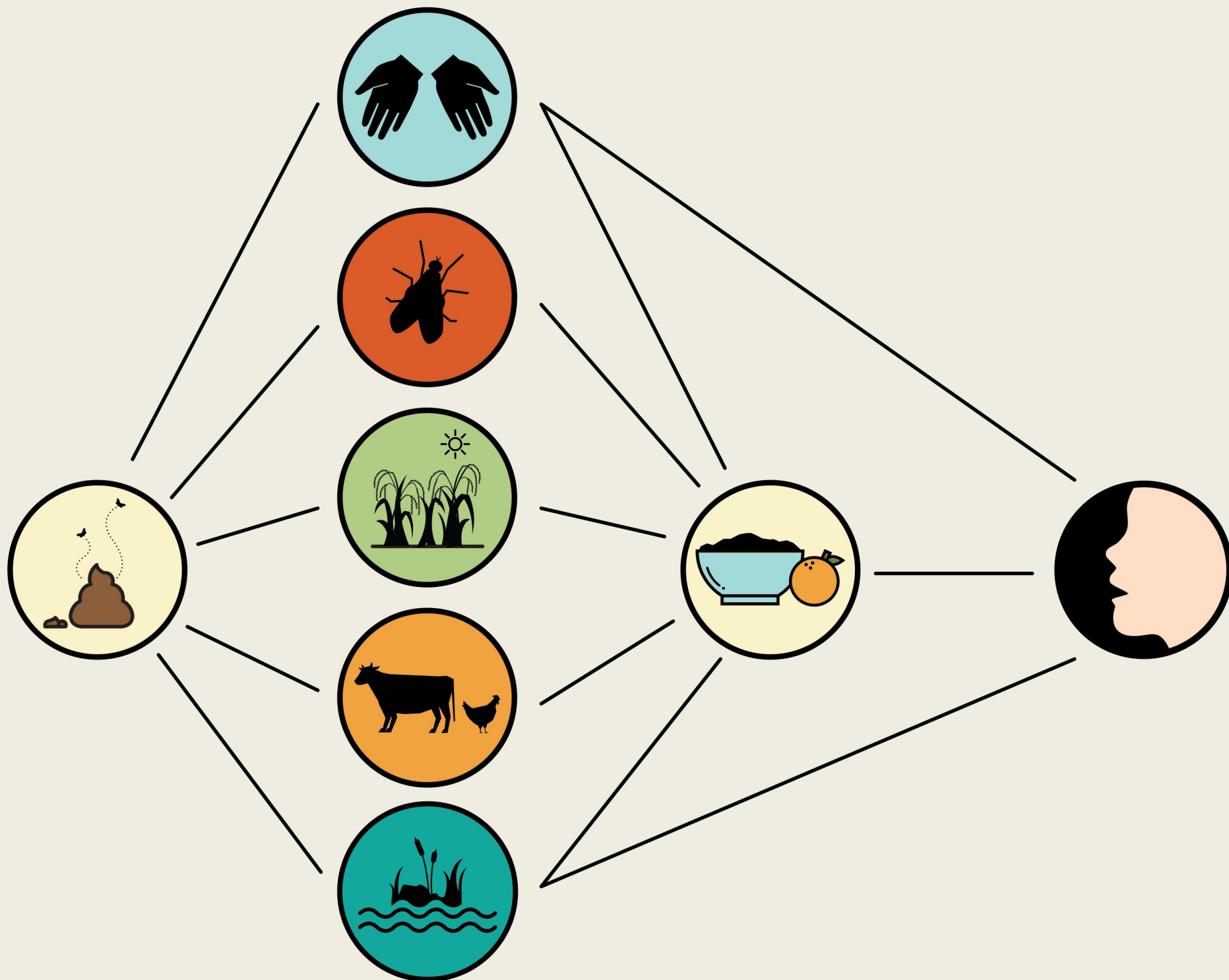






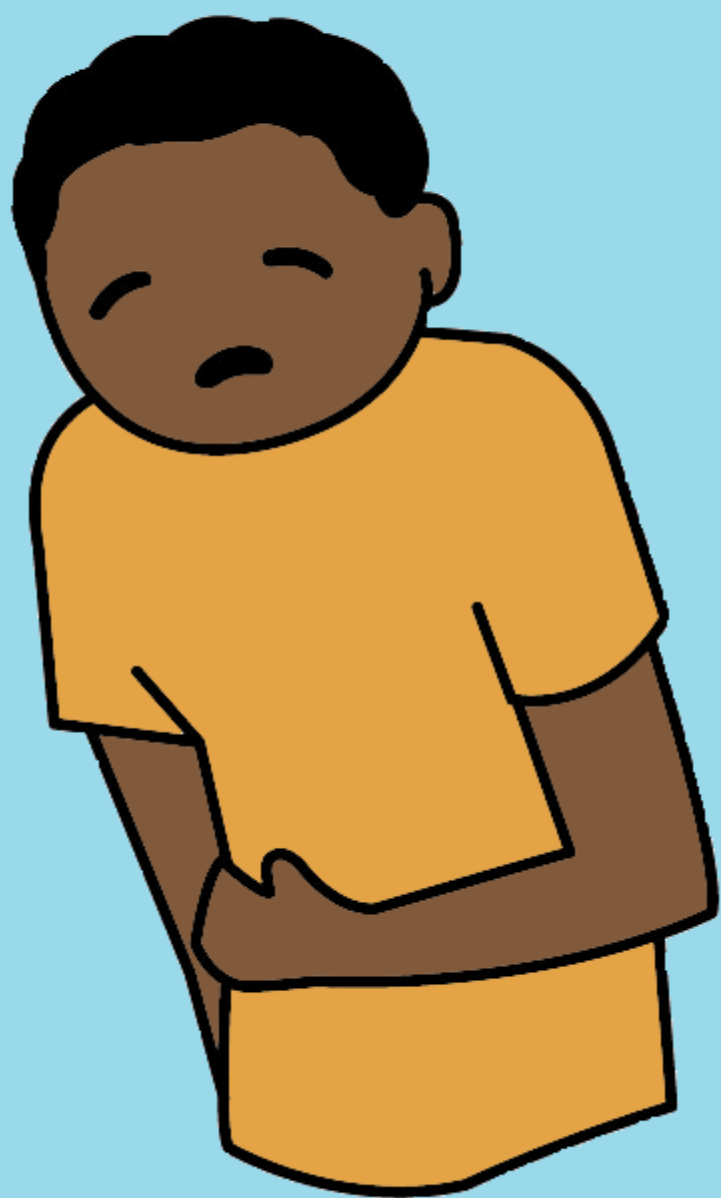


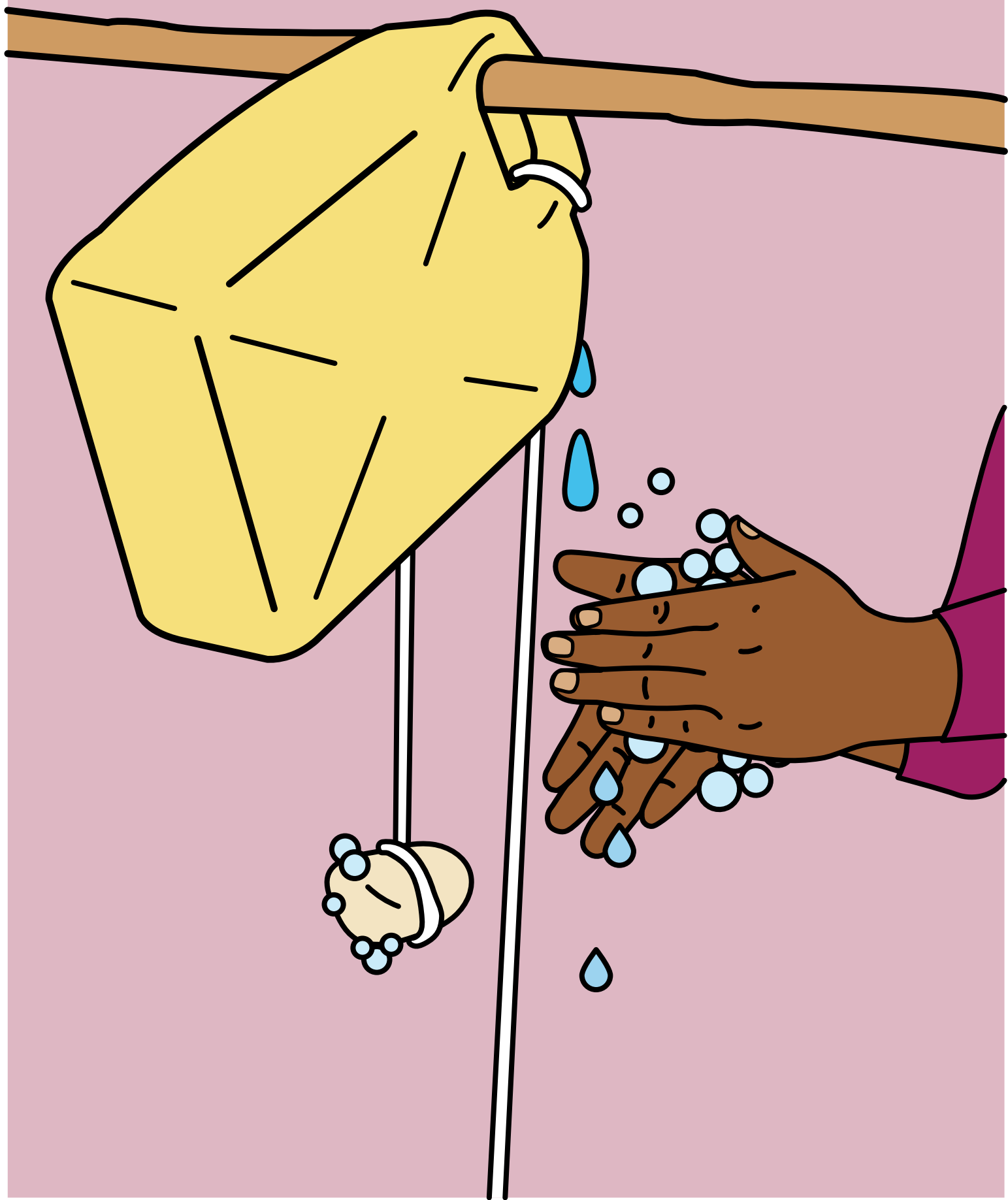




Lesson 3: We Stop the Spread of Diseases!

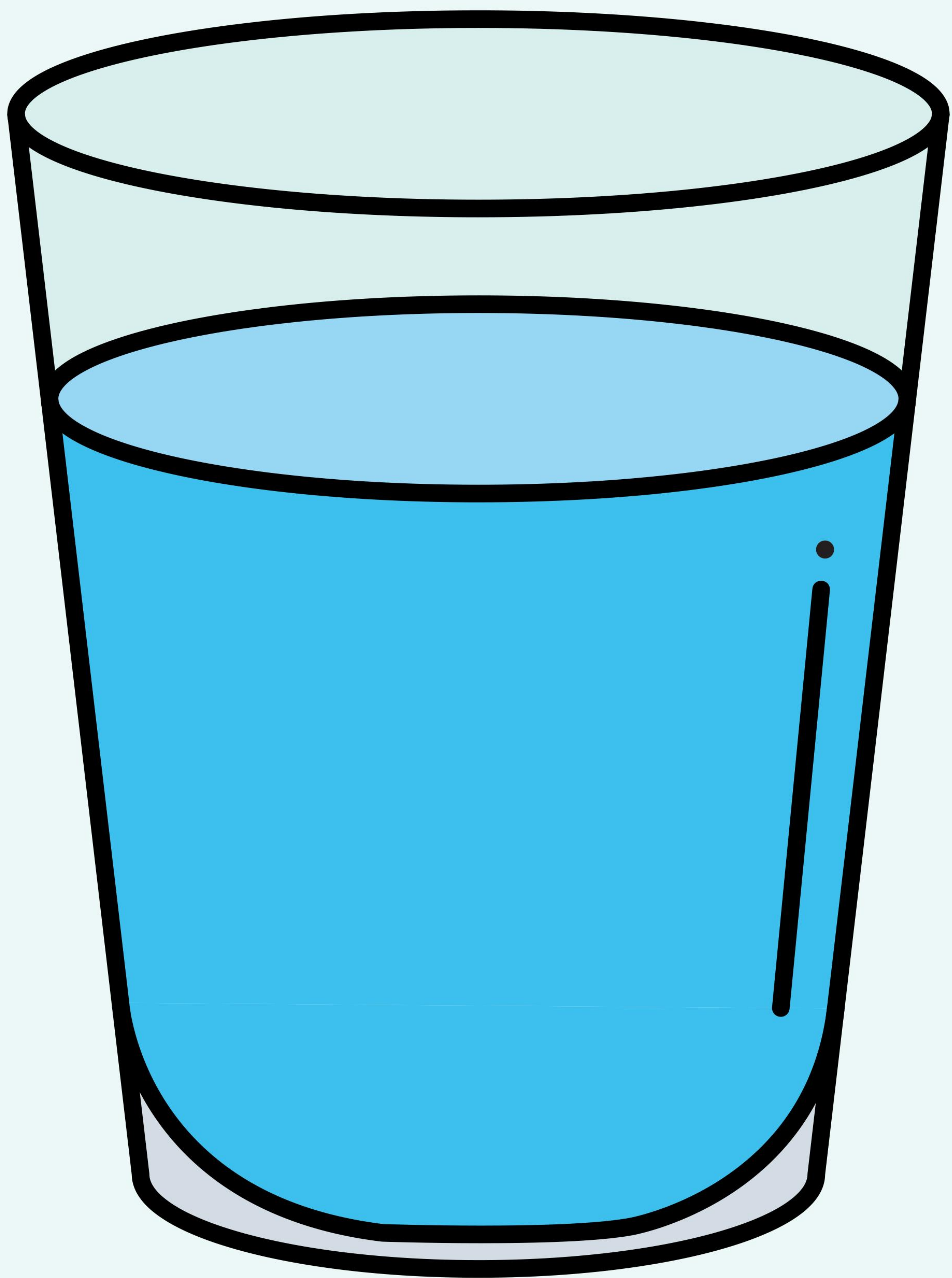












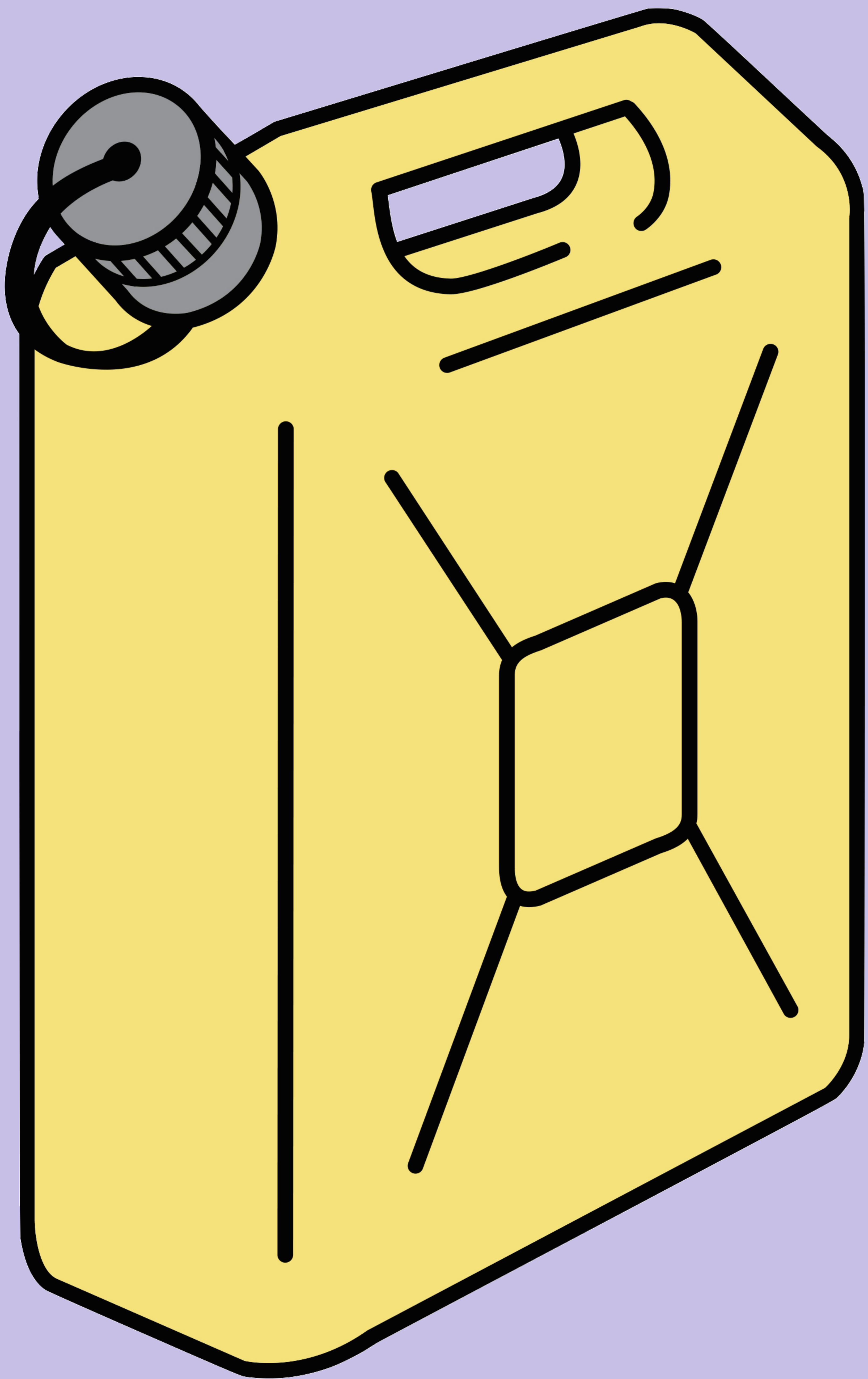


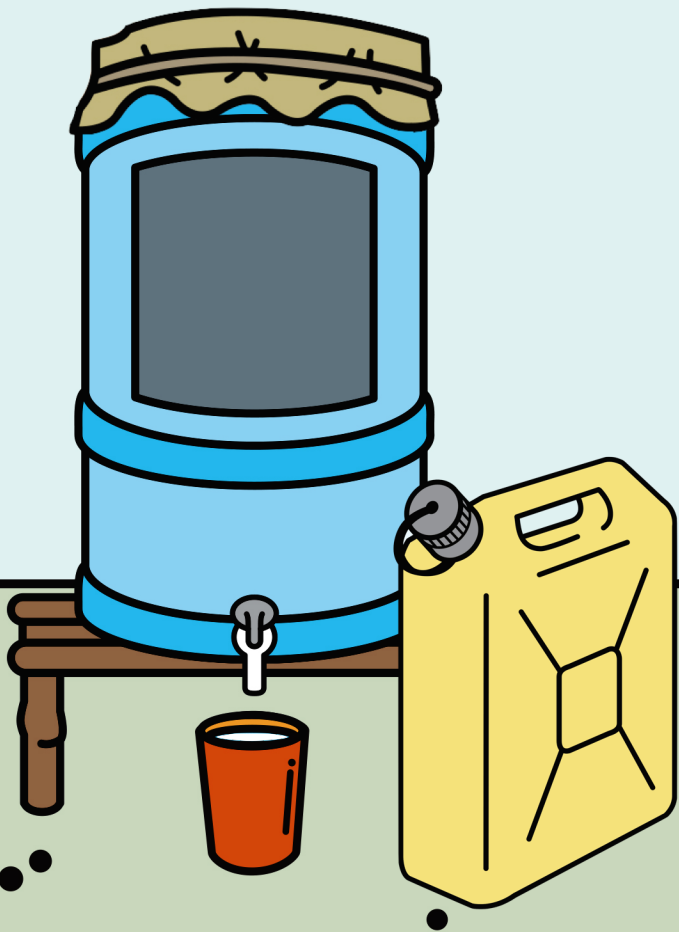
Lesson 4:

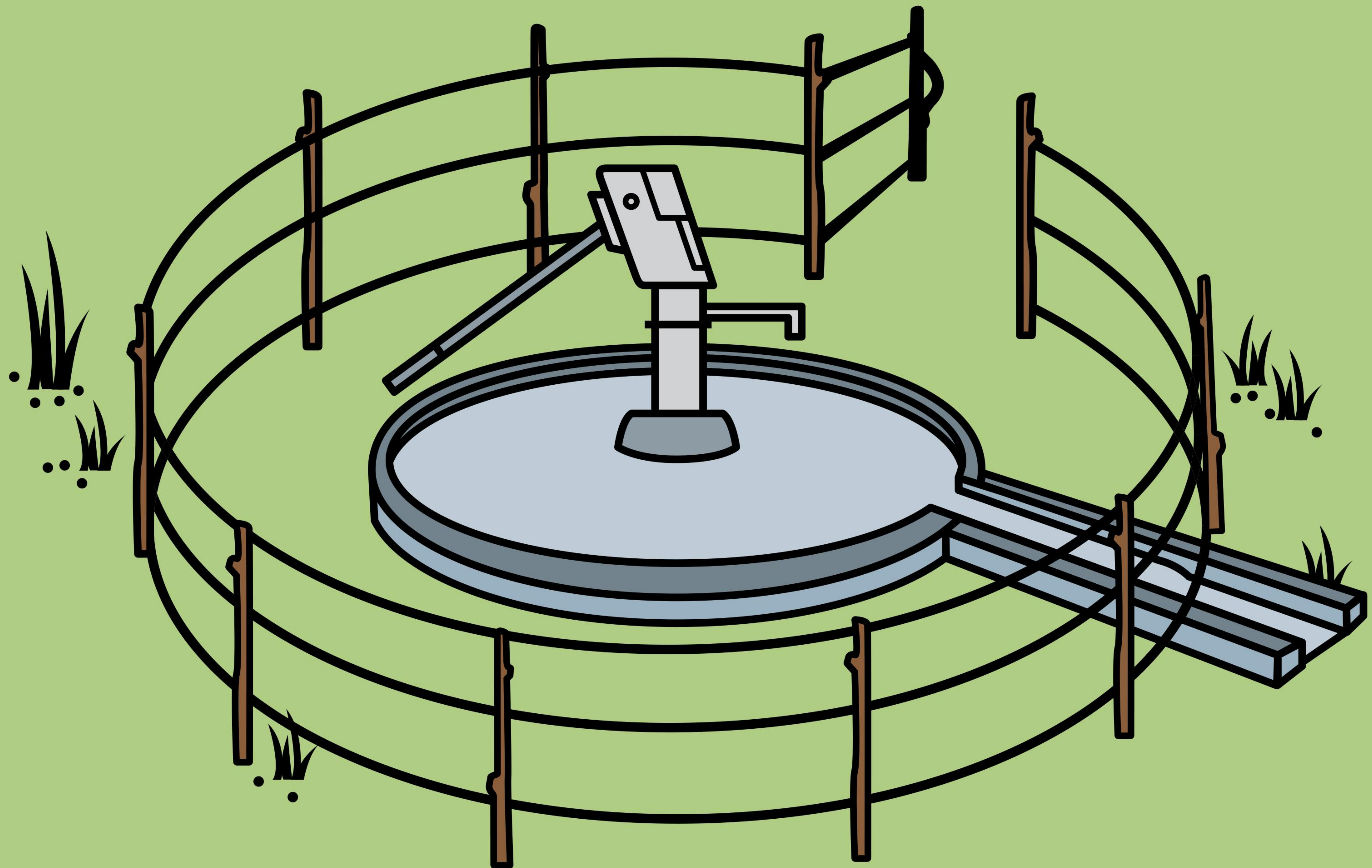
We Drink Safe

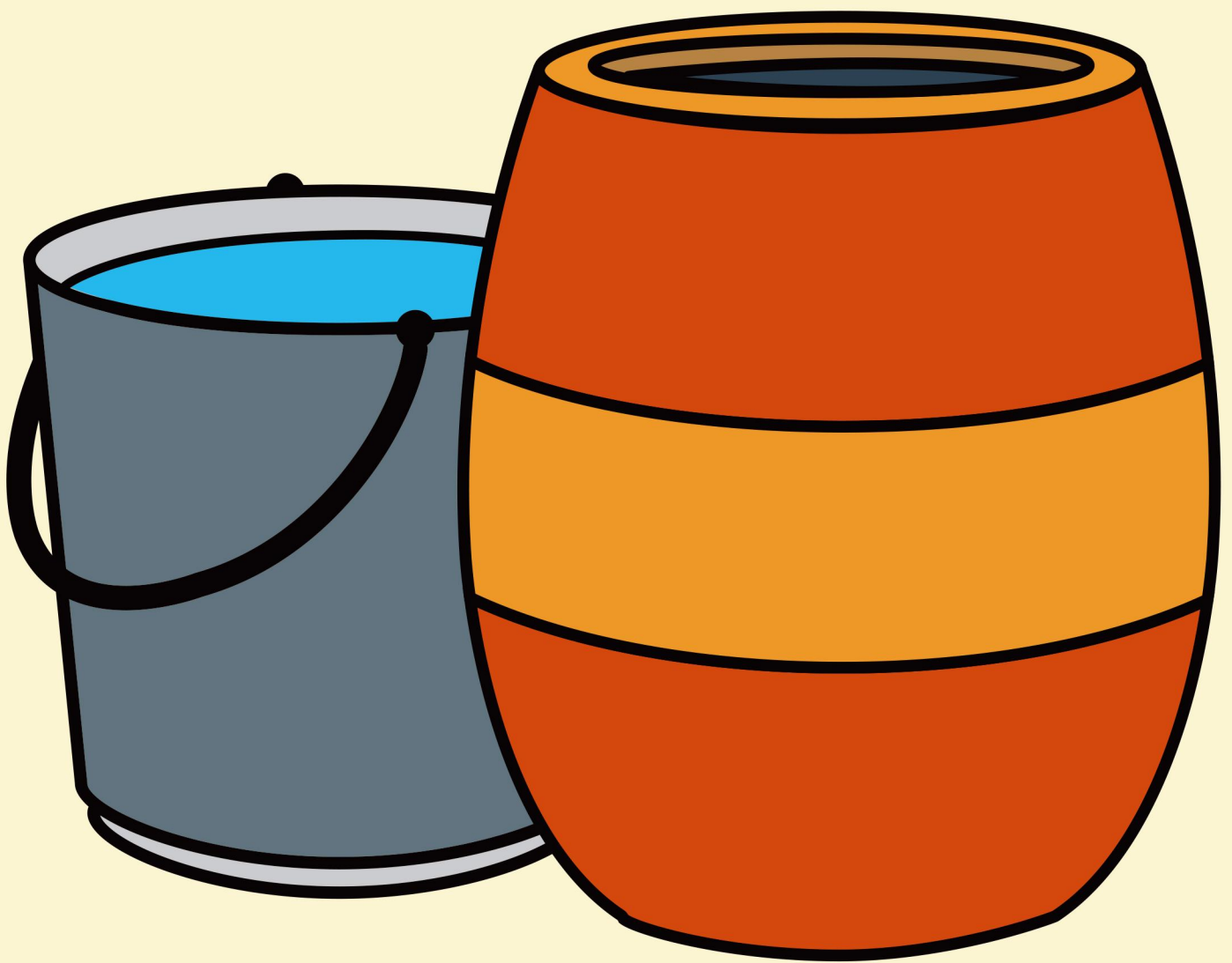
Water!

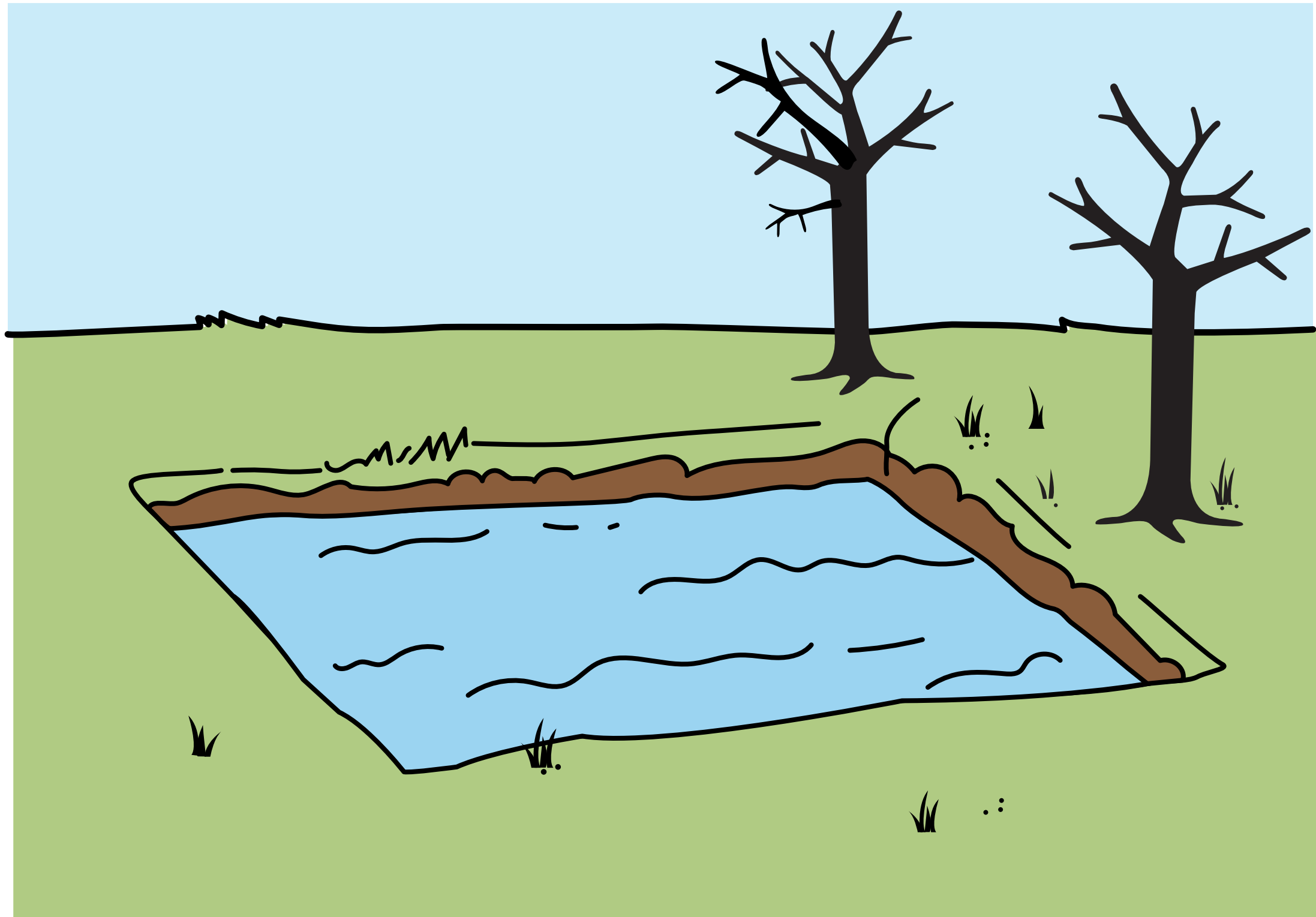


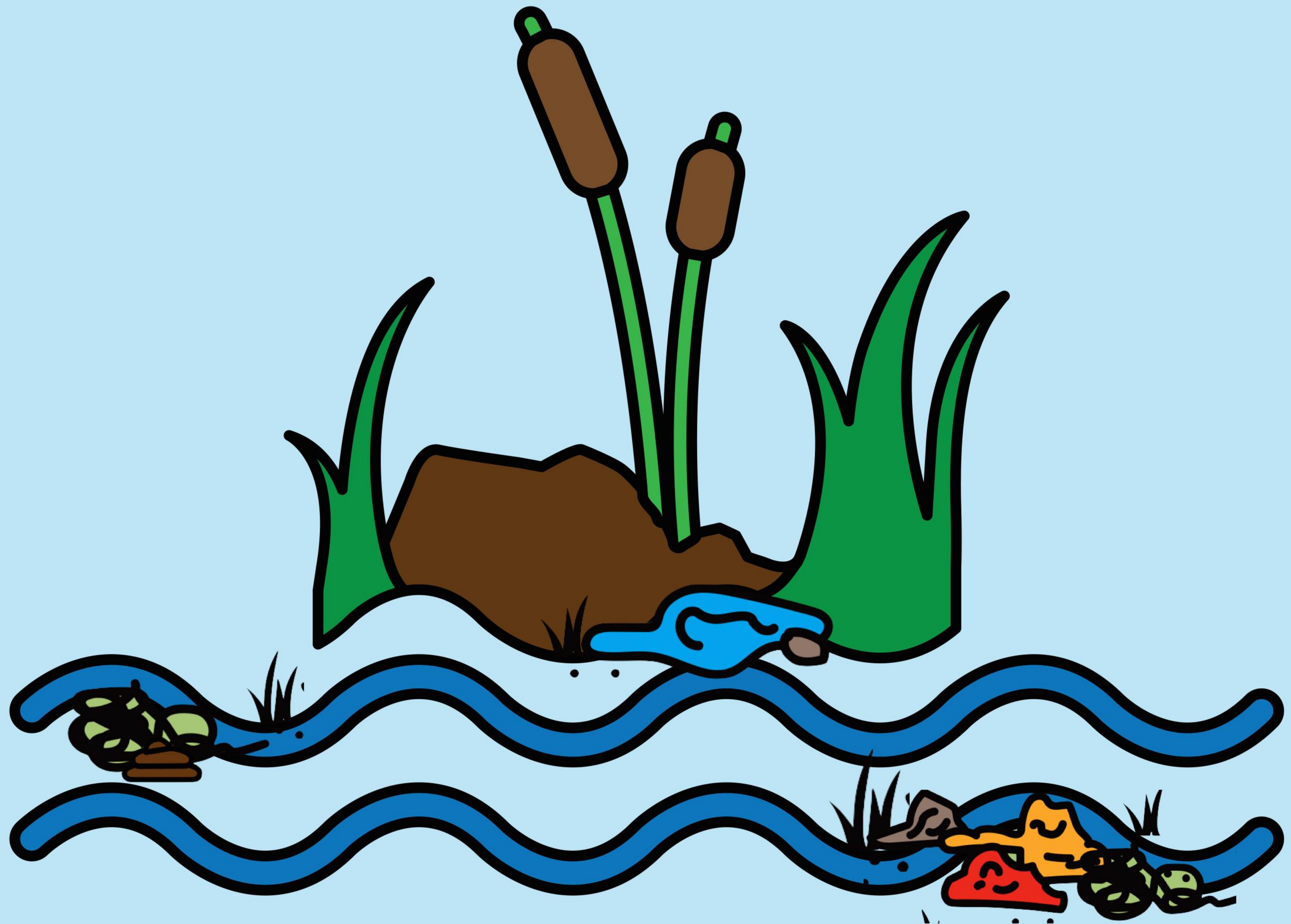


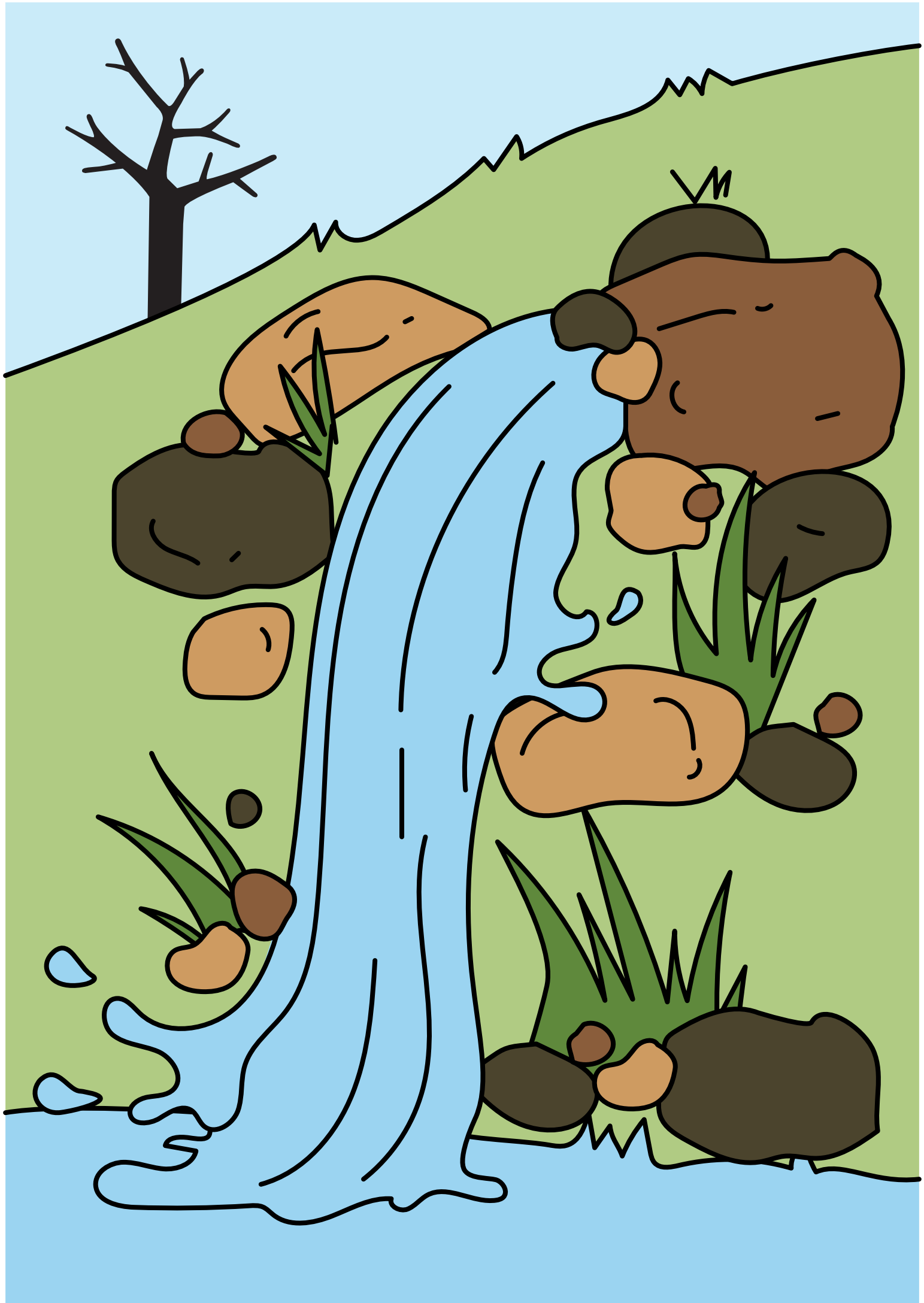








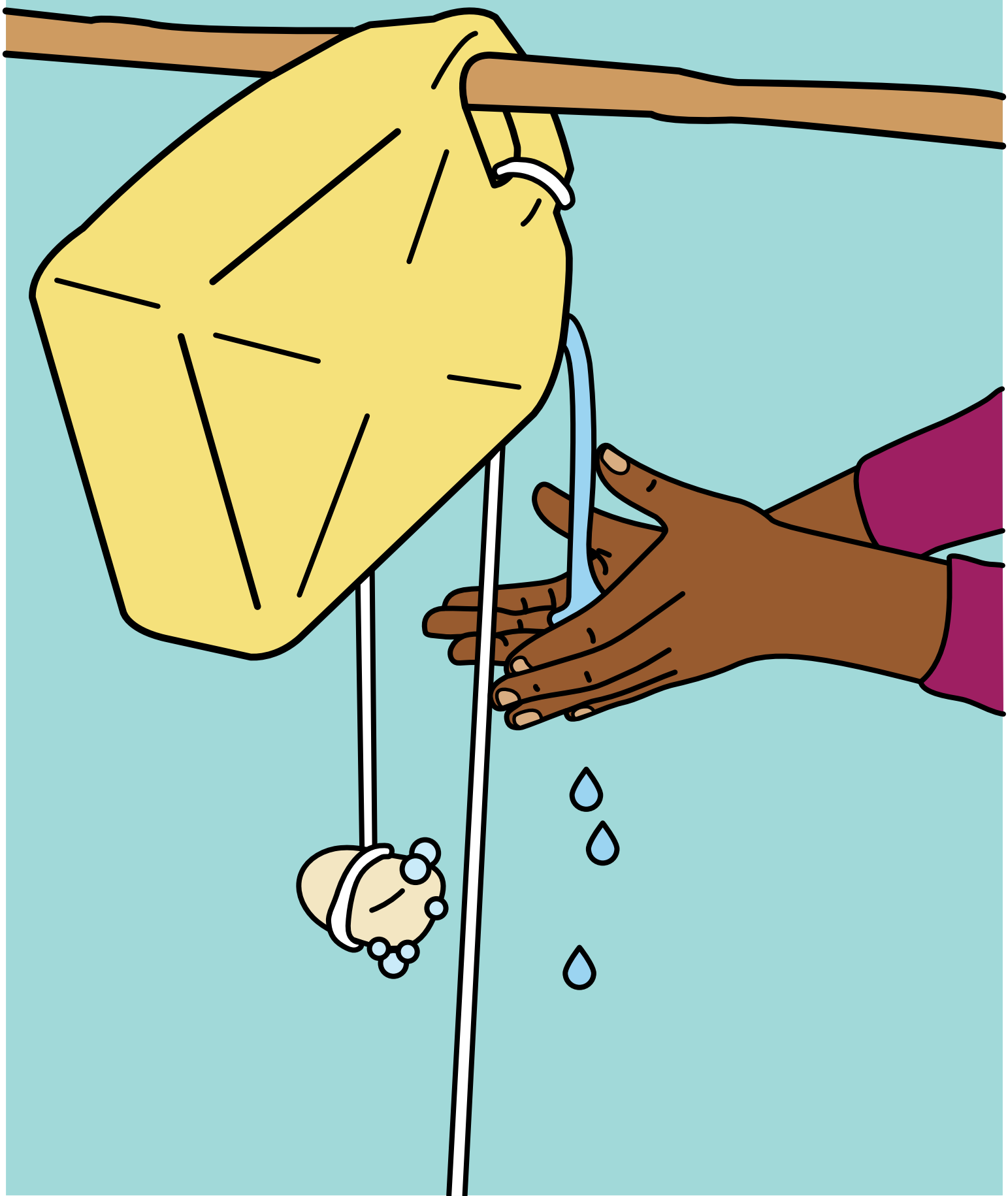


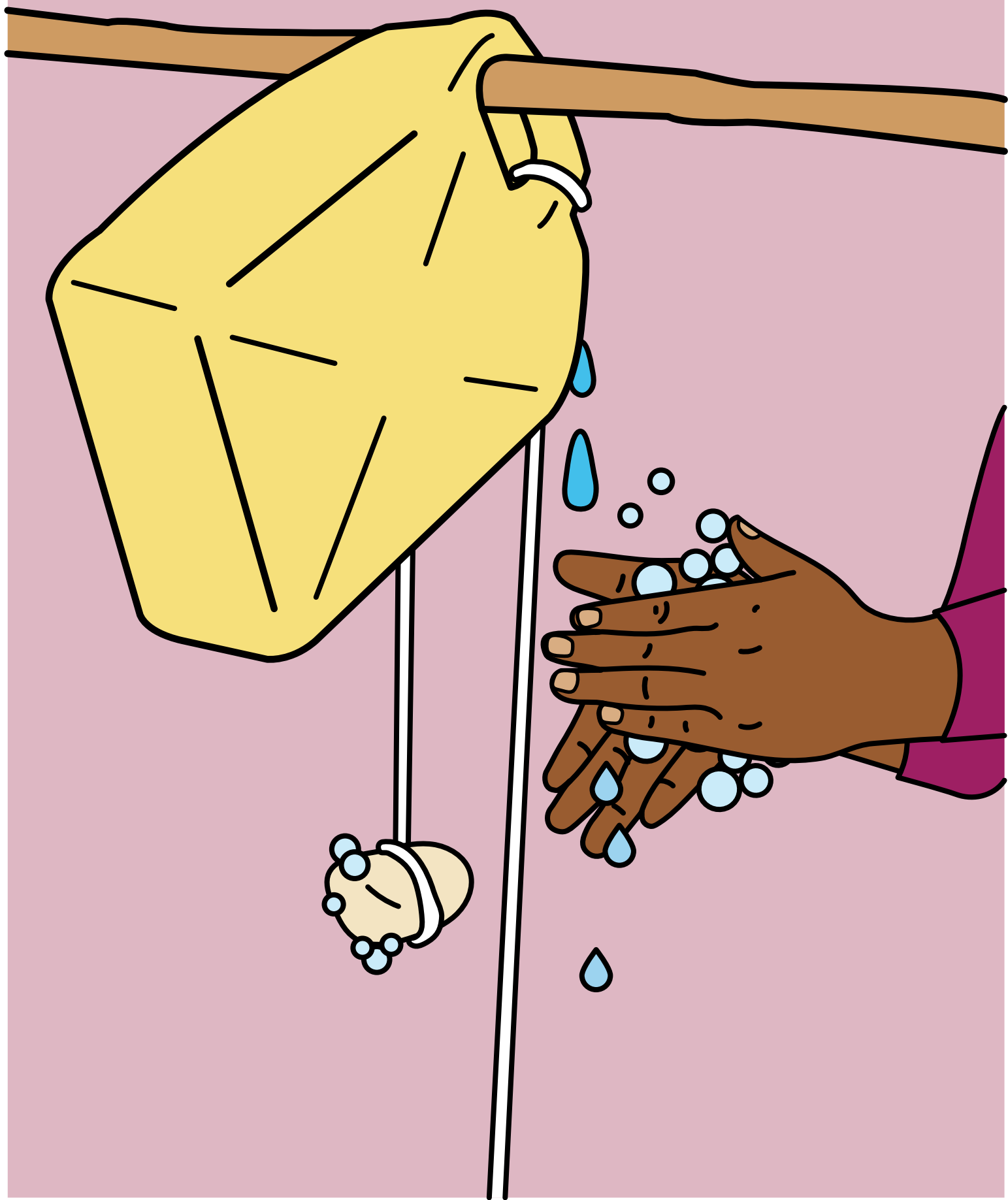


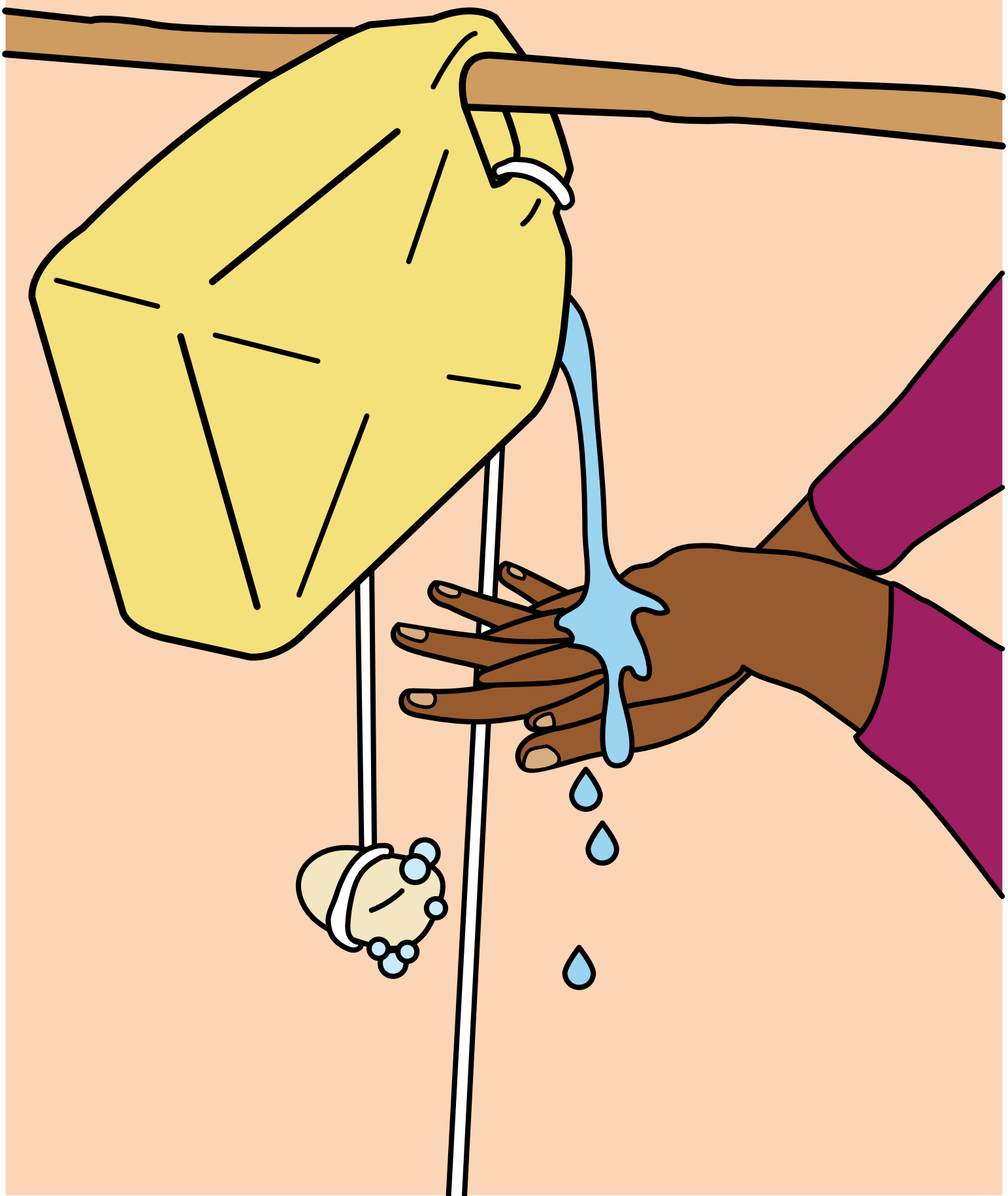
Lesson 5:

How We Wash Our Hands

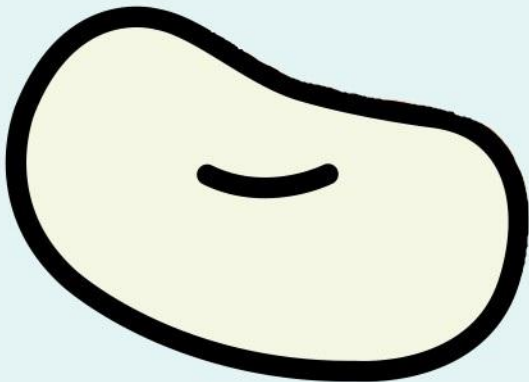












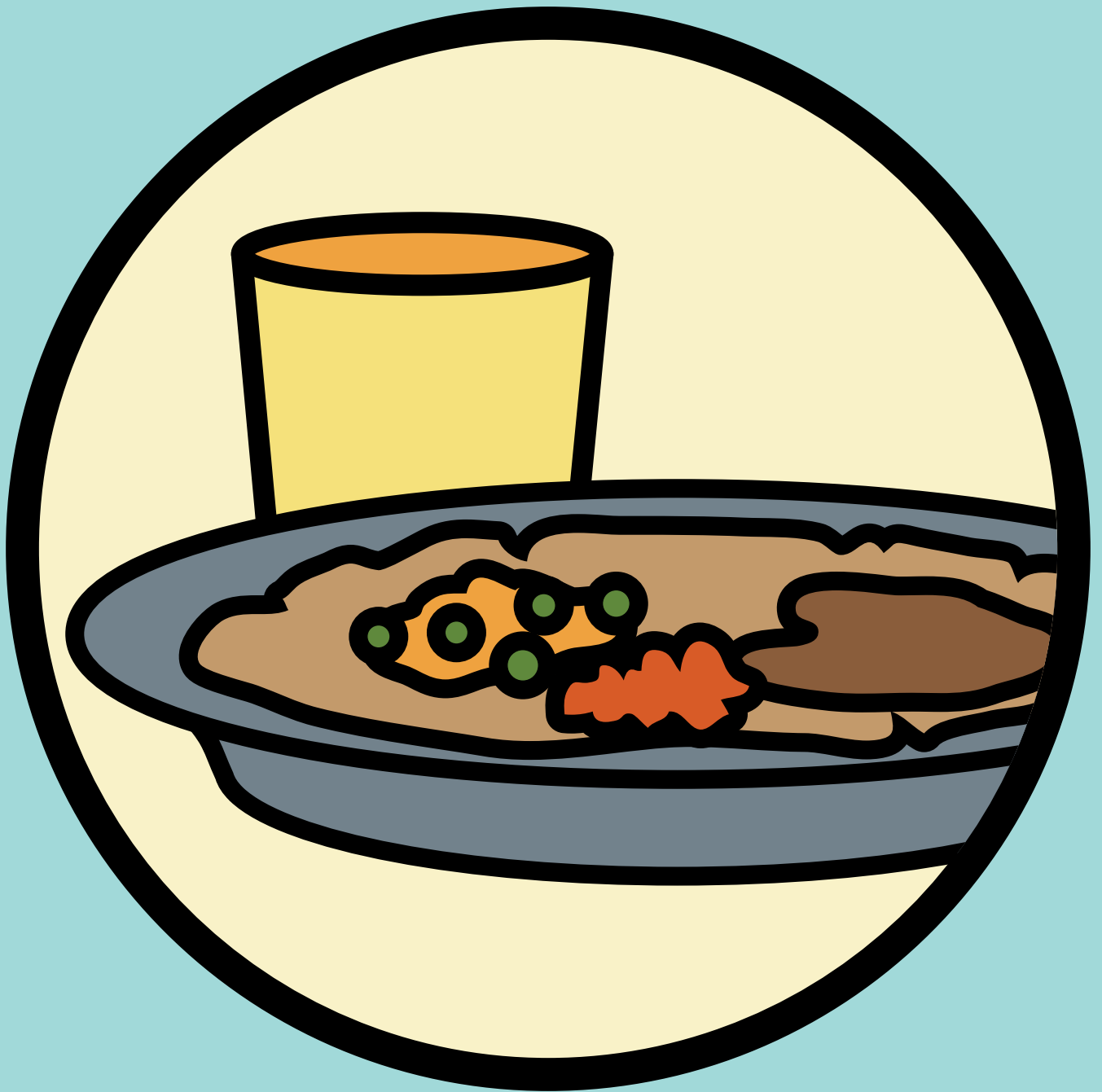
Lesson 6:

When We Wash

Our Hands







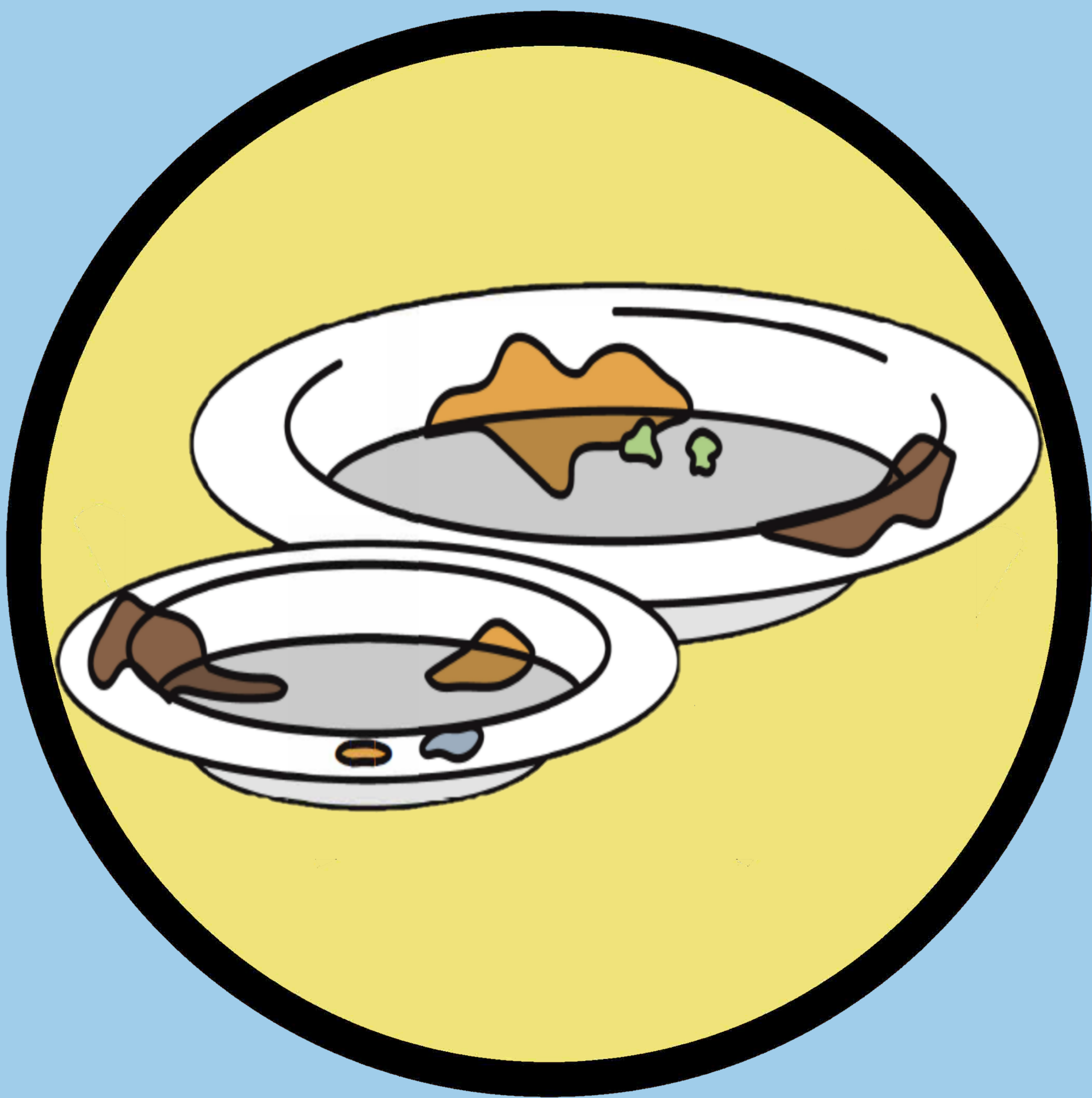




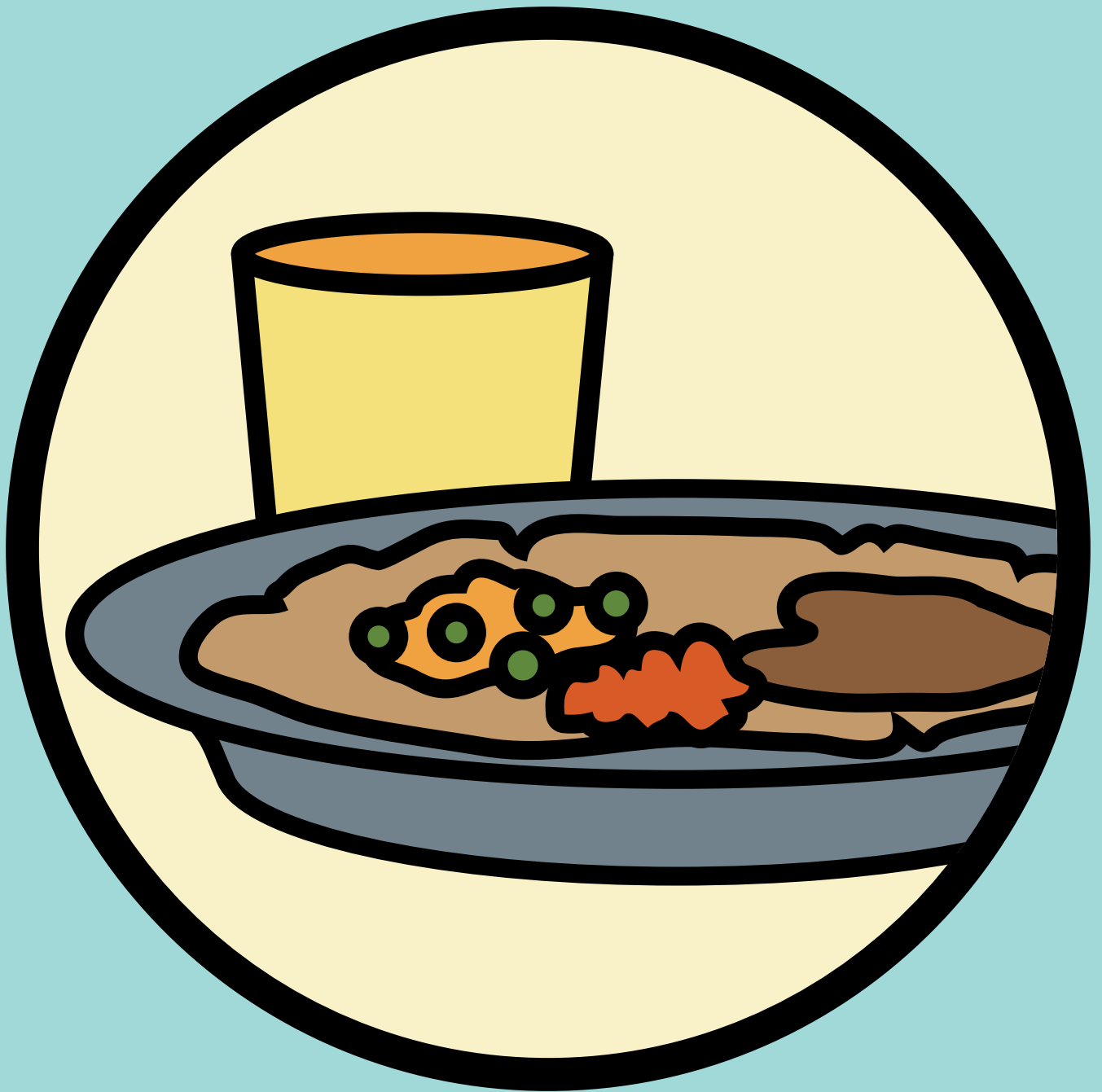
Lesson 7:

We Eat Safe Food



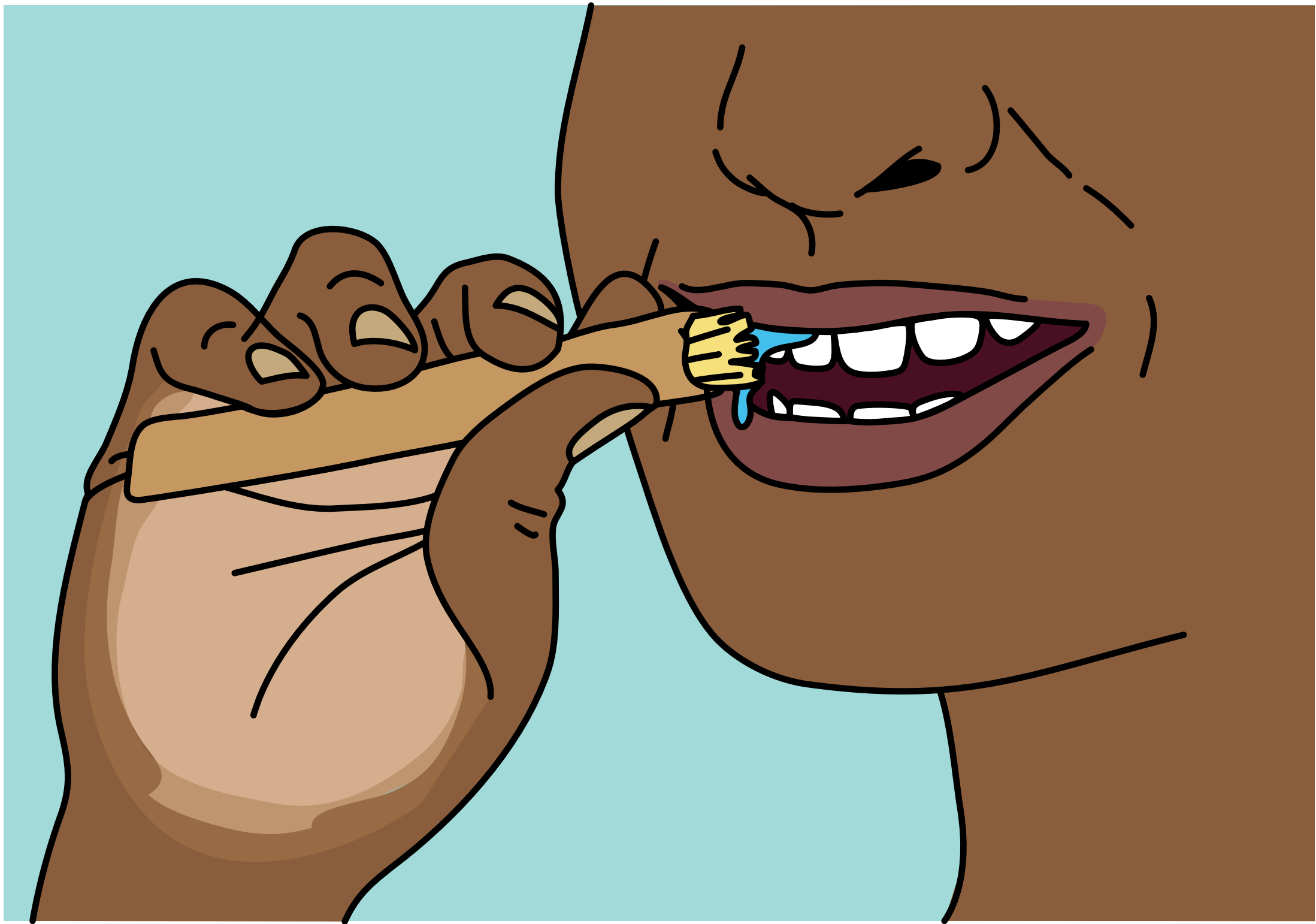


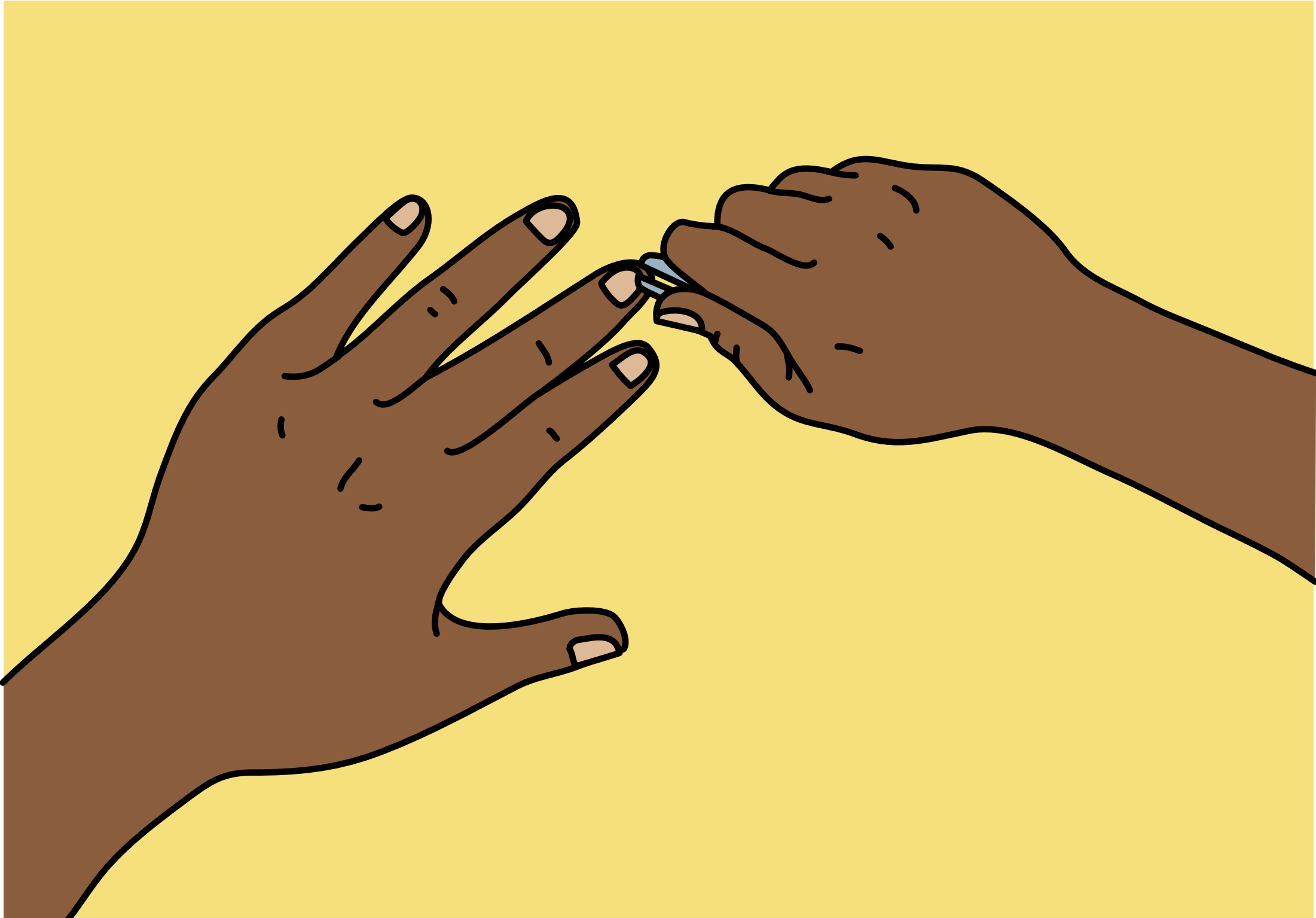




Lesson 8:

We Practice
Good Personal
Hygiene!





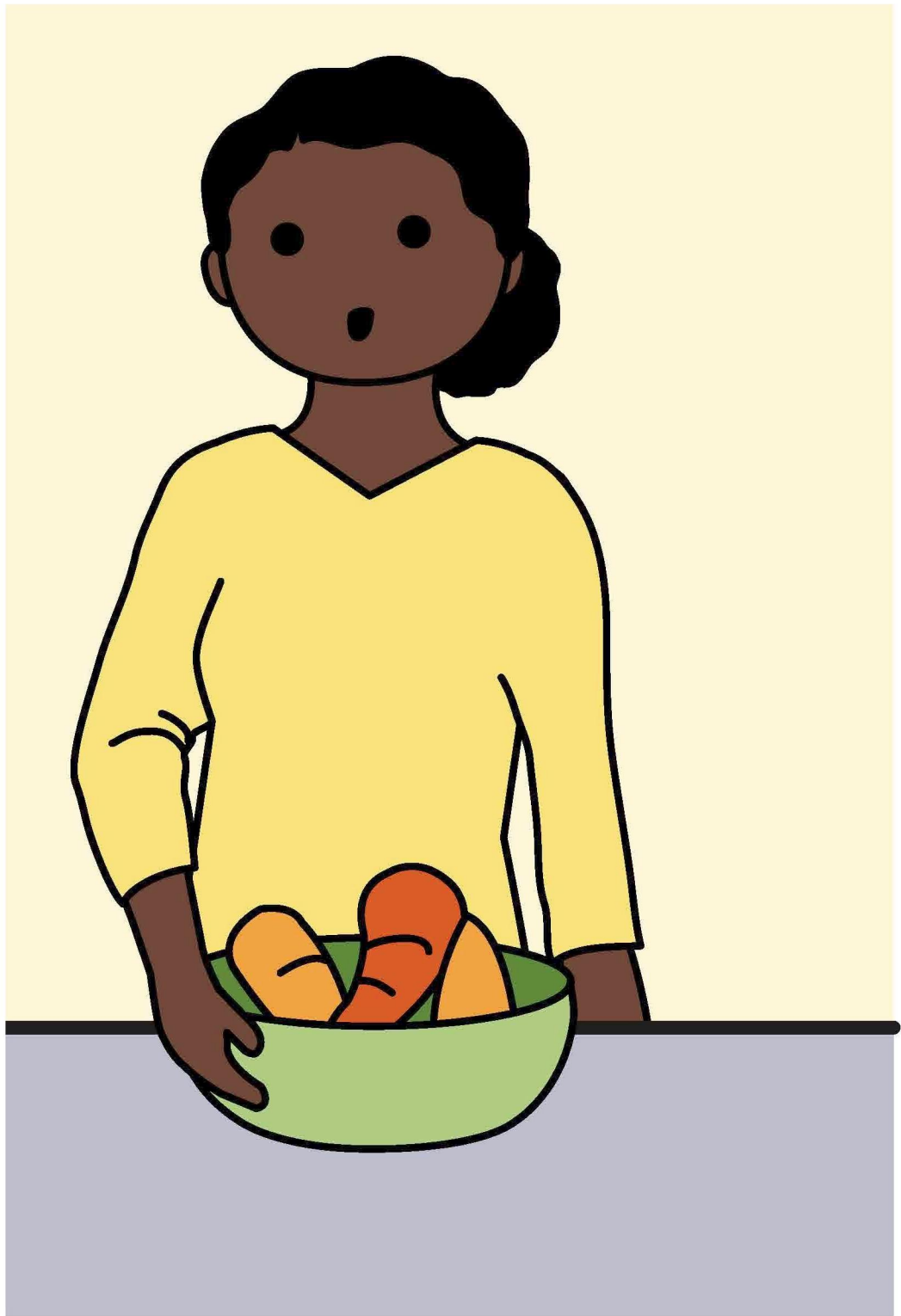






Lesson 10A:

We Manage our Menstruation!







Lesson 10B:
We Support
Girls During
Menstruation!



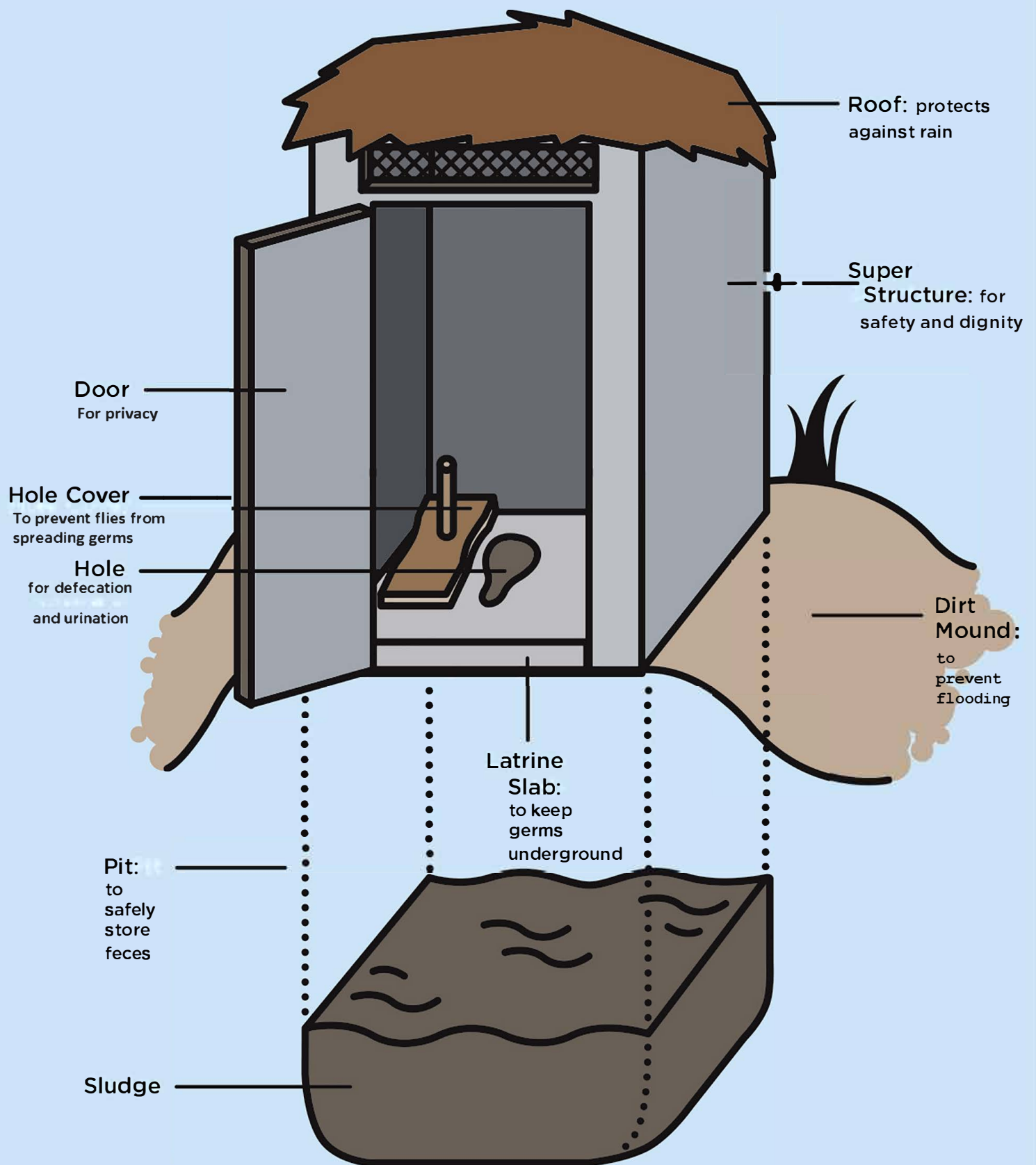


Lesson 11:

We Use

Latrines

Always!



Lesson 13:

We Keep Our
School Clean!

