

WASH Club Activity Guide

IoT/TWISST Program Pilot

2025-2026



Overview of Interruption of Transmission project:

The Interruption of Transmission project (IoT) is a joint initiative between the Ministry of Health, The End Fund and NALA Foundation and is part of Ethiopia's national effort to eliminate neglected tropical diseases, specifically schistosomiasis (SCH) and soil-transmitted helminths (STH), in eight districts in southern Ethiopia. In conjunction with local partners, NALA is using a layered approach that looks beyond medication alone. The project seeks to map out how these diseases are spread, strengthen cooperation across different sectors, and create practical solutions that address the root causes of disease transmission. Activities include mass drug administration campaigns, "test and treat" protocols to catch infections early, and community education programs that encourage healthier practices and reduce risky contact with contaminated water sources.

At the school and community levels, the project focuses on building lasting change. Teachers, students and WASH clubs will play a central role in spreading awareness and leading by example. The goals include deepening the understanding of transmission, improving hygiene behaviors, addressing poor sanitation conditions, and reducing open contact with unsafe water. Communities will be encouraged to participate in finding alternatives to contaminated water use, while local leaders will receive support to integrate health messages into everyday activities. By combining medication, education, community mobilization, and strong monitoring, the IoT project aims not only to interrupt transmission but also to leave behind sustainable systems that will keep future generations free from SCH and STH.

Rationale and objectives of the WASH club guide:

This WASH club guide has been developed to support WASH club coordinators in primary schools as they lead interactive and engaging activities with students. Schistosomiasis (SCH) and soil-transmitted helminths (STH) remain major health concerns in southern Ethiopia, and children are especially vulnerable. Schools provide an ideal setting to raise awareness, build lifelong habits, and empower students to become agents of change in their families and communities.

This guide includes practical steps for establishing and running a school WASH club, clear information on hygiene practices, and easy-to-understand explanations of how SCH and STH are transmitted. It also provides interactive activities designed to make learning about hygiene fun, memorable, and action-oriented. By combining accurate information with participatory methods, this resource aims to strengthen prevention behaviors, encourage student leadership, and contribute to the broader goal of reducing and ultimately eliminating these diseases in Ethiopia.

A note on the use of the WASH club guide:

This WASH club guide contains six units and additional resources (in the Appendix section). The goal of this guide is to promote great awareness of SCH and STH and develop healthier practices within the school and wider community to prevent the spread of these diseases. The WASH club coordinator should use their discretion in choosing which activities to include, which to modify and which to skip to best meet the needs of their students and the school community. These lessons and activities can be used in a step-by-step fashion or flexibly in order to best achieve the goals of the guide.

ESTABLISHING A WASH CLUB

Note: If there is already an existing WASH club in the school, review this section and see if any changes should be made. You may want to adapt your current model, recruit more students, or re-activate the club. If the club is already active and has relevant committees, you can skip this section.

Timeframe:	1-2 meetings	Led by:	Club coordinator
Materials:	WASH Club activity guide (<i>this document</i>), WASH Club Action Plan (Annex 1)		

Objectives: The main objectives of establishing a WASH Club¹ are to:

- ◆ Provide students with opportunities to develop practical skills related to water, hygiene, and sanitation through engaging and hands-on activities, and
- ◆ Empower students to improve conditions in their schools, become agents of change in their families and communities, and serve as role models for other students, which should lead to
- ◆ Reducing the transmission of parasites and viruses that spread through lack of access to adequate sanitation conditions.

□ **Step 1: Select the WASH club coordinator(s). Review the club materials.**

Recruit a committed and active teacher to serve as the WASH club coordinator. This teacher should be available to attend all meetings and have the personal qualities to effectively engage, train, and mobilize students. In larger schools and for larger clubs (>35 members), recruit two active teachers of both genders to work together and oversee the activities of the club. The club coordinator should review the club materials and be familiar with all the activities in this guide before the first meeting.

□ **Step 2: Recruit members.**

Membership in the WASH Club should include representatives from each class. Recruit students who are eager and willing to contribute to the objectives of the club. The club coordinator can decide whether to include younger grades (grades 1-2) in the club activities. If they are not included as members, ensure that club activities include targeted messaging and outreach toward those classes.

The selection of club members can be done in two ways:

- o Teachers can select 1-2 responsible students from each class to volunteer.
- o Each class can elect 1-2 responsible classmates to represent them.

Attention should be given to ensure a balanced selection of boys and girls. If two students are chosen per class, then one should be a girl and the other a boy. Additional students may be selected from older grades (grades 4–8), as they are better equipped to lead activities.

□ **Step 3: Hold a launch meeting to organize the club.**

Invite all WASH Club members to a launch meeting to 1) review the club guidelines, 2) elect leaders, and 3) organize committees. An example with suggested club committees is below, and it can be

¹ This guide is informed by the *WASH-Friendly Schools Resource Book for Ethiopia* (2010) and the *Ethiopian National School WASH Implementation Guideline* (2017).

adapted and rewritten to fit your current school model and needs.

WASH Club Guidelines

I. Membership

- Members should represent all classes of relevant grades.
- Members should be active. If they are not present for ____ meetings, they will be replaced.
- As representative of each class, he/she is responsible for monitoring and ensuring that classmates practice good hygiene behaviors.

II. Organization

As a general principle, the club will elect a Management Committee consisting of a chairperson (Prime Minister) and a secretary. If needed, the club can also elect a deputy and a treasurer (Minister of Finance).

- Chairperson (and the deputy as relevant) will guide, plan, and harmonize club activities. They will work closely with the teacher coordinator.
- Secretary will keep records and document activities.
- Treasurer (if relevant) can collect and keep funds in a safe place.

Committees should be formed with 4+ members each. Each committee has a different focus, and they can elect their own committee chair. Recommended committees are below:

- Education Committee raises awareness of disease prevention among students through engaging and motivating activities.
- Student Hygiene Committee leads efforts related to promoting and maintaining healthy behaviors among students.
- School Environment Committee focuses on improving and beautifying the environment at the school, including the facilities.
- Community Outreach Committee organizes activities for the larger school community, including parents and children who are not in school.

Each committee will have different responsibilities and opportunities to contribute throughout the club's activities. Other committees can be formed with approval of the club coordinator and/ or by a vote of club members.

III. Activities

- Club meetings are held after school on _____ (*day of week*) every ____ week.
- Members will develop and agree on an action plan for the semester with guidance from the teacher coordinator. The action plan should include activities to:
 1. Monitor student hygiene
 2. Inspect school WASH facilities
 3. Promote healthy behaviors
 4. Organize and run events to raise awareness or improve conditions.
- Education for other students may occur through visits to the classrooms, messaging during the flag ceremony and breaks, or via special campaigns. These must be organized ahead of time with teachers and approved by school management.
- A closing ceremony at the end of the semester should be held with the whole school community (parents, etc.) wherein the club can showcase their achievements.

□ Step 4: Approve the action plan for the School WASH Club.

An example action plan is in Annex 1. After the students elect their club leadership and join committees in the first meeting, they may need to meet again to discuss and agree on the action plan. As club coordinator, support them and guide them in this activity.

UNIT 1: FOUNDATIONS ABOUT DISEASES AND HYGIENE

Timeframe:	1-2 meetings	Led by:	Club coordinator (and Education Committee)
Materials:	Paper, pencils, Annex 2 (SCH transmission cycle), Annex 3 (cards), Annex 4 (snail image)		

□ **Step 1: Deliver information on disease transmission to the student club.**

Hold a short and engaging lesson with club members about diseases and their transmission. You can ask the older club members to lead parts of the lesson. An example lesson is below, and you can also refer to [Annex 9](#) or the school leadership training manual for more information.

Disease Transmission

- a. **Opening Activity:** Have club members draw pictures of two students: one healthy and one sick.
 - o Have a few students of different ages share their pictures:
 - What symptoms does the sick student have? How did he/ she get sick?
 - How does the other student stay healthy?
- b. **Guided Practice:** Share information about the transmission cycle, risk factors and symptoms of schistosomiasis, soil-transmitted helminths and trachoma ([Annex 9](#)). Ask questions or allow older students to explain if relevant.

Say: Many diseases in our school and community are caused by unsafe water, sanitation, and hygiene practices because tiny worms and germs, too small to see, can live in our water, the dirt and our pee and poop - and then spread to our bodies. These include diarrheal diseases, eye infections, schistosomiasis and soil-transmitted helminths.

- o **Schistosomiasis (snail fever):**
 - **Transmission cycle:** Schistosomiasis is a disease caused by tiny worms (parasites) that live in freshwater. An infected person poops in or near a water source and then the worms grow inside certain snails which live in the water. These worms are then re-released back into the water so when people swim, bathe, or play in this infested water, the worms can enter their bodies through their skin. (*Note: A person does not become infected if they drink water with schisto worms, though other viruses can spread that way.*)
 - **Risk factors:** Open defecation in or near water bodies, contact with contaminated water bodies (swimming, laundry, fishing, etc.), animals pooping in or near water bodies, and water with lots of vegetation or muddy bottoms where the snails like to live.
 - **Symptoms:** Stomach pain, bloody diarrhea or urine, cough, muscle aches, fever, malnutrition, anemia (which makes you feel tired), learning difficulties, organ damage, enlarged liver, itchy skin or rash after contact with contaminated water ("swimmer's itch"), swelling of the belly
- o **Pass and show:** Turn to ([Annex 2](#)) of the guide and pass it around to show students the image of the schistosomiasis transmission cycle.

- **Ask:** Have you ever felt any of these symptoms? What did you do?

- **Soil-transmitted helminths (intestinal worms):**

- **Transmission cycle:** Soil-transmitted helminths are tiny worms that spread when infected people poop outside in the open, and the worm eggs get into the soil where they can stick to hands, feet, food and water. One can become infected by walking barefoot on contaminated soil, as the worms can enter through the skin, or by swallowing the worms that are hiding on their hands, in their food or water.
- **Risk factors:** Open defecation, flies, dirty hands, contaminated water, bare feet
- **Symptoms:** Stomach pain, diarrhea, nausea, weight loss, tiredness, malnutrition, anemia, learning difficulties, stunted growth
- **Ask:** What is something you can do to prevent the spread of soil-transmitted helminths? (For answers, see table #2 in [Annex 9](#))

Answers:

- Use latrines
- Wear shoes
- Wash hands with soap
- Wash uncooked food before eating

- **Trachoma:**

- **Transmission cycle:** Trachoma is caused by bacteria that infects people's eyes. It spreads when contaminated hands, towels, or clothes touch someone's eyes. It can also spread by flies that land on faces, especially when children have eye or nose discharge. When an infected person does not wash their hands, face and towels with soap, the bacteria can keep spreading to other people.
- **Risk factors:** Open defecation, flies, dirty environment (which attracts flies) dirty hands, dirty faces, dirty cloths or towels
- **Symptoms:** Itching and irritation of the eyes, discharge from the eyes containing mucus or pus, eyelid swelling, light sensitivity (photophobia), eye pain, blurred vision, eyelids turning inwards (advanced stage), vision loss and blindness (advanced stage)
- **Ask:** Open defecation is a risk factor in all of these diseases. How does feces left in the environment make us sick?

Answers: When people defecate in open areas, parasite eggs and germs from feces stay in the environment.

- Flies can land on feces, then on food or faces, spreading trachoma.
- Rain washes feces into rivers where snails get infected with schisto.
- Walking barefoot or touching contaminated soil spreads STH.

c. **Independent Practice:** Divide students into 3 groups with a mix of ages and genders. Give

each group a set of cards – [Annex 3](#) (or students can make their own cards). They will arrange them into a story. How did the boy get sick? What were his symptoms?

- o Have groups share their stories. Highlight the transmission routes for each disease.

□ **Step 2: Reinforce the connection of feces to disease transmission.**

Conduct several short activities that will deepen students’ understanding of the relationship between feces and disease transmission (especially schistosomiasis and soil-transmitted helminths).

Feces Calculation

Students will calculate the amount of feces in the environment to emphasize the dangers of open defecation.

*[Note: The opening review (#1 below) is an **optional** activity to be conducted only if this part of the unit is conducted in the **next** WASH club session.]*

a. Opening review:

Pose these questions to students and have them discuss the answer with the student sitting next them:

- o What are the ways that poop can get into our water and food and why is this dangerous?
- o What are the diseases that are caused by tiny germs that might be hiding in poop? How do these diseases make people feel?

For 2-3 minutes review together what the students discussed in pairs and be sure to review the:

- o key risk factors for the transmission of germs and intestinal worms and
- o symptoms caused by schistosomiasis, soil-transmitted helminths and trachoma

b. Quick Exercise: Students will calculate the amount of feces in the environment.

Say: Even a small amount of feces in the environment can make us sick. Even 1 gram of feces (about the size of a pea) can contain:

- 10,000,000 viruses
- 1,000,000 bacteria
- 100 parasite eggs
- o These tiny germs can easily make us sick, especially if they enter water, food, or are carried by flies.”
- o Work in groups of 3-5 students to calculate the amount of germs spread in the environment if feces are not properly managed through open defecation or unsafe sanitation practices.

If a person, on average, produces 100 grams of poop a day, then...	#
A. How many parasite eggs could be spread by 1 person in a day if they practice open defecation? (Ans: 10,000)	
B. Roughly, how many students are there in your school?	

C. How many **parasite eggs** could be spread in a day at your school if everyone practiced open defecation? (A x B)

D. How many **parasite eggs** could be spread in a month at your school if everyone practiced open defecation (C x 30)?

E. How many **bacteria** could spread in a month at your school if everyone practiced open defecation (D x 10,000)?

F. How many **viruses** could spread in a month at your school if everyone practiced open defecation (D x 100,000)?

3. **Reflection:** Have students raise their hands and fingers to demonstrate their responses to the following prompts. 1 finger up = they don't agree at all; all 5 fingers pointing up = they strongly agree. **Ask:**

- o How surprised are you about how many eggs, bacteria and viruses can live in such a small amount of poop?
- o How shocked are you at the number of parasite eggs, bacteria and viruses that could spread in one month at our school?
- o How motivated are you to try and stop the spread of these parasite eggs, bacteria and viruses that make us sick?

□ **Step 3: Lead the students in an interactive game related to schistosomiasis.**

Schistosomiasis Transmission Game

Students will better internalize the way schistosomiasis is spread and how to prevent its transmission.

a. **Further details about the transmission of schistosomiasis:** Remind students that, besides for the invisible germs that live in our poop, there is another sneaky factor in the spread of schistosomiasis - small snails that live in many of the local fresh water bodies.

- o **Ask:** Have any of you ever noticed little brown snails, the size of a small shirt button or pencil eraser (5 - 15 mm) in the rivers, lakes or streams in your community?
- o **Ask:** Look around - can you find something in this space that is about the size of a schistosomiasis snail? [Ans: pupil of an eye, fingernail, small button, pebble, etc. Consider letting students get up and pick up or point to the item they found. If students point to something bigger than 15 mm in size, be sure to emphasize the snails are smaller than that!]
- o **Say:** Imagine something so small creating so much harm! These tiny aquatic snails transmit schistosomiasis and are commonly found in stagnant or slow-moving water with muddy bottoms, grass or aquatic plants including taro (Godare). The snails can also be found in shallow, sunny parts of rivers or ponds.
- o **Pass and show:** Turn to (**Annex 4**) of the guide and pass it around so all students can clearly see the size and appearance of the harmful snails.
- o **Ask:** Has anyone seen snails that look like this in water bodies in our community? When? Where?

- **Say:** This is how the snails help spread the terrible schistosomiasis parasite:
 - When someone pees or poops near the water, thousands of tiny parasite eggs can enter the water, which infect the snails.
 - The parasite eggs grow and hatch inside the snail and then get released back into the water as tiny swimming worms.
 - If children play or swim in that water, the parasites can enter through their skin and make them sick.
- **Pass and show:** Review ([Annex 2](#)) of the guide. Pass it around to show students the image of the schistosomiasis transmission cycle.

b. Introduce the 'Schisto in Action' gesture game

- Write the following 6 stages of the schistosomiasis transmission cycle on board:
 - 1: Human releases eggs into water (through infected poop)
 - 2: Eggs hatch (and swim)
 - 3: 'Hatchlings' enter snail and grow into tiny 'worms'
 - 4: Worms released into water and swim
 - 5: Worms penetrate skin
 - 6: Worms grow and lay eggs in human's gut and make you sick
- With students, come up with a hand or body gesture (can have a sound effect too) that represents each of the six stages. [Alternatively, teach students these 6 gestures corresponding to each stage:
 - 1: Human releases eggs into water - **Squat down and make a splash sound**
 - 2: Eggs hatch (and swim) - **Wiggle fingers like swimming**
 - 3: 'Hatchlings' enter snail and grow into worms - **Curl up and hug oneself in 'snail' shape**
 - 4: Worms released into water and swim - **Wiggle arms outward like worms swimming**
 - 5: Worms penetrate skin - **Gently push wiggly finger into one's leg**
 - 6: Worms grow and lay eggs in human's gut - **Hold belly and act like you have stomach pains]**
- Have students stand up and practice the gestures with students two or three times.

c. Play the 'Schisto in Action' gesture game

- Students stand in a circle. The club coordinator starts by pointing to one student and saying, "Stage 1: Human releases eggs into water". That student needs to act out the gesture for stage 1. The coordinator continues by pointing to the next student and calling out stage 2, etc. until all 6 stages have been acted out.
- For **round two** of the game, the club coordinator chooses a student to start but only calls out the number of the stage (without the description). The student must say the stage description before acting out the gesture.
- For **round three** of the game, the club coordinator chooses 6 students (preferably ones who have not acted yet) and randomly assigns each one of the 6 stages. The students have to line themselves up in the correct order, say the number of their stage, the description of the stage and act out the gesture.
- Optional '**speed round**': Students get back into a circle and the club coordinator chooses one student to start. Going quickly around the circle, one student at a time silently acts out one stage of the transmission cycle. See how fast you can go around

the whole circle (the cycle will probably get repeated several times) making sure no stage gets skipped!

- Suggested follow up questions:
 - Can the worm infect you through drinking the water? (No! Only through our skin.)
 - Can you see the worms swimming towards you in the water? (No! They are way too small.)
 - What should you do if you see snails in a water body? (Refrain from immersing in the water with any part of your body. The water can be carefully collected into containers. Do not try to remove the snails from the water with your hands!)

□ **Step 4: Encourage students to take the messages home to their families.**

Remind students that individuals, families and communities have to work together to keep each other safe and healthy. As a summary activity, brainstorm with students the three to four key messages they learned today that they will share with their families. Keep them short and memorable.

Examples: Preferably students will develop their own messaging, but here are samples of the key ideas they can share with their families.

- Open defecation can spread *millions* of germs.
- We have to look out for snails in the water bodies before we enter them.
- Dangerous snails can be found in water with muddy bottoms and/or leafy plants.
- Even if we are careful when we eat and drink, parasites can make us sick by entering our bodies through our skin when we enter contaminated water and walk barefoot.
- Invisible worms grow inside of tiny snails, and when they hatch they can swim in water and enter our bodies through our skin - this causes schistosomiasis.

UNIT 2: REINFORCING KEY MESSAGES

Timeframe:	1-2 meetings	Led by:	Education Committee
Materials:	Charcoal (chalk, dust or ash), board game instructions (Annex 5) large piece of cardboard, colors to decorate the board (paint, markers, etc.)		

To engage and motivate the students toward disease prevention and reinforce key messages of hygiene and key messages, the club will use playful activities and games.

□ **Step 1: Play an opening energizer**

Germs Everywhere Game

- a. **Game instructions:** 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 should position themselves in different parts of the circle. The students with dirty hands should turn to the student on their left and shake their hand for about 5 seconds. The students who just got their hand shaken, should turn to the next student on their left and shake their hands for about 5 seconds. This continues around the circle until all students have shaken someone’s hand. After everyone has shaken hands, count how many people now have dirty hands. Even a small amount of dust will count.
- b. **Follow-up discussion:**

Ask:

 - What did you learn about how germs can spread?
 - Other than shaking hands, how can germs spread?

□ **Step 2: Students make a board game related to disease prevention**

To engage and motivate the wider school community toward disease prevention, the club will make a board game to play in the club and with other students during breaks. The template and instructions for the board game are in [Annex 3](#). The Education Committee will lead on the creation of the board game. They can meet to make it, or they can select an artistic group of students in the club to design it. Alternatively, each committee can create their own board game, in order to have multiple sets. To prepare the game:

1. Students will use a large piece of cardboard or other durable material (at least 40cm x 50cm) and colors to draw out a game layout similar to the template in the Annex. Between Start and Finish, they will draw at least 30 squares that vary between **brown**, **blue**, and **green**.
2. Cards are included in [Annex 3](#). Students can make additional cards or extra sets to use in the game.
3. When students play the game, they will need their own token to move as their game piece. Their token should be small enough to fit on the game squares and also unique to them, such as a button, bead, rock, coin, etc.

- **Step 3: Club members take turns playing the game and then make a schedule to play it with other students.**

Once the game board is finished, club members can take turns and practice playing the game at the next meeting. At the end of the meeting, the education committee will lead the students in a discussion about the game and if it needs any changes (i.e. new cards, extra boards, etc.) They will then make a plan to play the game with other students during breaks or after school. This schedule should be coordinated with the club coordinator and management committee. In addition, the club should designate a safe, clean space to store the board and cards when they're not in use and also assign a responsible person/ group to be in charge of signing the game out during breaks.

UNIT 3: SCHOOL ENVIRONMENT

Timeframe:	1-2 meetings	Led by:	School Environment Committee
Materials:	Paper, pencils, monitoring checklist in Annex 6		

□ **Step 1: Remind students of the risk factors for schistosomiasis, soil-transmitted helminths and trachoma**

This opening energizer prepares students for the environmental walk that they will soon begin, by reminding them of the risk factors that they should look out for in their school environment.

'Risk Factor Run' Activity

Instructions: Designate four separate areas, sides of an imaginary square, or walls of the room - each corresponding to one of the NTD's and the fourth designated as the 'more than one NTD' area.

The club coordinator, or a student, calls out one of the risk factors listed below and the students have to run to the area for the corresponding disease. Example: Coordinator calls out, "Flies in the environment" and students should run to the trachoma area.

Risk factors (not all need to be called, or others can be added):

- Students don't use latrines
- No water at the washing station
- Animals pooping in school yard
- Not washing one's face
- Flies in the environment
- No soap at the washing station
- Swimming in snail infested water
- Walking barefoot
- Drinking untreated water
- Bathing in water with lots of plants and muddy bottom

Note: For the risk factors that are relevant to two or three of the NTDs, students run to the fourth 'more than one NTD' area. In these cases, ask the students to share which two, or three, NTDs that risk factor applies to.

Optional: For each risk factor, call on one of the students who ran to the correct area and have them explain the connection between the risk factor and the spread of that NTD.

□ **Step 2: Conduct an environmental walk to assess risks in the school.**

The school environment committee will lead the next activity, an environmental walk around the school yard to check for risks and opportunities for improving school hygiene.

Environmental Walk

1. Activity framing:

Say: One important way that we can help spread the germs is by keeping a clean and safe environment. Together, we will assess and take responsibility for the safety and cleanliness of our environment. Today we will be looking at our school environment, but it is also important for us to think about how we can keep our wider community safe and clean.

2. Key concepts: Before starting the walk, discuss the following:

- o What is safe water access?
- o What is sanitation?
- o What hygiene materials should the school have to keep students clean and healthy?
- o Where do snails live, and how are they connected to schistosomiasis?

2. Environmental Walk: The environment committee should review the questions below with the club members and then divide them into 2-3 groups. Each group should have a note taker. Each group should start at a different location (one group will start at the water point, another group at the latrines, etc.). The groups will walk around and assess the following at each location:

- o Water point- Check for running water, leaks, functionality of taps, cleanliness, and accessibility to small children. If there is water storage, is it covered and clean?
- o Latrines- Check for dangers (holes, difficult access), exposed feces or trash, privacy (curtain or door), bad smells, and many flies. Is there a designated room that is clean and private for girls to use during menstruation?
- o Handwashing- Check for proximity to the latrines, running water, soap, puddles (no soak pit), cleanliness, accessibility to small students.
- o School yard- Check for exposed feces, unmanaged trash, animals (no fence), many flies, and other risks or dangers.
- o Classrooms- Check for unmanaged trash, cleanliness, and ventilation (open windows).
- o Water source- Check if students are bathing, playing, or swimming in nearby rivers, ponds, or stagnant water; if there are signs of open defecation; presence of grass, aquatic plants including taro (Godare), or muddy bottom that could shelter snails; and whether snails are visibly present. *[Note: If walking to a nearby water source during WASH club is not feasible, ask students to draw or write down any nearby water sources they go to and identify the risk factors they have observed there in the past. Alternatively, assign them 'homework' to go to the nearby water source and observe risk factors before the next WASH club meeting. Be sure to discuss what they observed at the next meeting.]*

3. Discussion: The groups will return after about 20 minutes and present their findings to the whole group. Together, they will assess:

- o What are the main risks to students' health?
- o As a club, how can we improve the environment?
- o Review the monitoring checklist in [Annex 6](#). How often should it be completed? Who is responsible for monitoring what?

□ **Step 3: Plan the environmental improvement program for the school.**

Introduce the 'Rotating Responsibility Game': This initiative, organized by the environment committee, management committee, and club coordinator, will get students who are not involved in the WASH club involved in taking responsibility for WASH infrastructure at the school. With more students sharing ownership, it becomes easier to improve the functionality of the WASH facilities and maintain them over time.

- a. **Overview:** Each week 5 students from one class will take responsibility for a handwashing station at the school. This may include: ensuring there is soap, checking there is no leaking water, monitoring that students use it properly, creating a 'steps of correct handwashing' poster or mural near the station, etc.
- b. **Steps:**
 - Establish a rotation or schedule of classes from the school, each which will nominate five students to be responsible for a particular hand washing station for one week.
 - Design a 'pitch' or motivational speech that will explain the responsibility game to other students and get them excited to participate.
 - Emphasize that the responsible students have some creative freedom to do this as they choose. As a result, these students will be given a privilege for the week they are responsible.
 - Explain that teachers will select an appropriate reward or privilege for participating students, such as going to break or lunch five minutes earlier than the rest of the class.
 - Make sure that all classes know when it is their turn to take responsibility for the handwashing station.
 - WASH club members should check in with the five participating students each week to support and encourage them to meet their responsibilities.

Other initiatives: In addition to the Rotating Responsibility Game, the school environment committee, management committee, and club coordinator will meet to decide how to further improve conditions in the school.

Priorities should include: 1) fundraising for soap, 2) a beautification/ improvement campaign with the students, and/or 3) environmental actions to prevent schistosomiasis, such as identifying risky water sources near the school, taking steps to reduce contact with unsafe water, and working to eliminate snail habitats (e.g., avoiding swimming in contaminated water, raising awareness, restricting access to stagnant water, putting up signage , or clearing vegetation).

Examples of campaigns include a school cleaning campaign, installation of a handwashing station, murals to promote hygiene and sanitation, using waste water for a school garden, and adding curtains to the latrines. They can update the club action plan ([Annex 1](#)) based on their plan.

UNIT 4: PERSONAL HYGIENE AND PROMOTION OF HEALTHY ENVIRONMENTAL PRACTICES

Timeframe:	2 meetings	Led by:	Student Hygiene Committee
Materials:	Small pieces of paper/cards, pencils, soap and water for handwashing demonstration		

□ **Step 1: Review the key prevention messages.**

Facilitate a short and engaging lesson with club members about key prevention behaviors. An example lesson is below. The full list of behaviors is in [Annex 9](#). Select the most relevant ones for your students.

Healthy Behaviors

a. **Opening Activity:** Matching game

- Divide the students into two groups. One group will list **risk factors** for schistosomiasis, soil-transmitted helminths and trachoma; the other group should list **healthy behaviors** that prevent these risks. Each risk factor and each healthy behavior the group identifies should be written (or drawn) on a separate small piece of paper. [Note: It would be helpful if the coordinator designates a student to be the ‘writer’ for each group.]
- After each group has at least 10 risk factors or healthy behaviors, have each student or pair of students take one slip of paper from their group. Now the students have to try and find a match from the other group (Example: If a student from the risk factors group has ‘open defecation’ on their paper, they should try and find a student with ‘use latrine’ from the healthy behavior group.)
- Have the paired up students call out their risk factor and healthy behavior. Those students who did not find a match should read out their risk factor or healthy behavior and the whole group can call out possible matches for them.

b. **Guided Practice:** Review the key prevention behaviors.

Say: Simple changes to hygiene behaviors and water and sanitation practices can prevent diseases and make us healthier. For each category of health and hygiene below, have students share specific examples. [Recommendation: Club coordinator writes the students’ answers on the board to make a list of the key prevention behaviors.]

- Clean body- personal hygiene behaviors (Examples: washing hands at 5 key times, face washing, bathing in uncontaminated water)
- Clean environment- environmental sanitation
- Clean water- safe water use
- Clean food- food hygiene
- Healthy school- community health
- **Ask:** Which of these behaviors are most practiced by students at the school? Which

behaviors are practiced least? Why do you think that is so?

1. **Independent Practice:** Ask for 2-3 students to lead a demonstration on how to wash hands properly (see Table 3 in [Annex 9](#)).
 - o **Ask:** What are the key times for handwashing?

□ **Step 2: Hold a song/drama competition.**

The student hygiene committee will lead the next meeting. The club members will hold a competition for best song or drama about healthy hygiene habits. They can choose the format they prefer, or they can offer both as options. The WASH club will later perform their work along with the handwashing demonstration to the whole school as a way to spread the healthy messages.

Creative Competition

1. **Introduce Activity:** The student hygiene committee will hold a competition for best song and/ or drama about the prevention behaviors.
 - o Divide the club into groups of 4-5 people. You can also divide them by younger and older students and have a group winner from each age group.
 - o Groups will select 3-5 key behaviors and create a piece about them.
 - o The winning song/ drama will be performed in front of the whole school.
2. **Group Activity:** Each group will work together to create a song or drama about healthy behaviors to prevent the spread of disease.
 - o Groups write their song/ drama. (If students choose a song, they can include hand motions or simple choreography too.)
 - o They practice it together.
3. **Competition:** After 25-30 minutes, bring the groups back together.
 - o Each group will perform their piece.
 - o At the end, the club members will vote on their favorites. They cannot vote for their own group.
 - o Two winners will be selected. It can be the 1 best song and 1 best drama, or the best from each age group, or the top two vote winners.

□ **Step 3: Plan a messaging program for all the students.**

The student hygiene committee, management committee, and club coordinator will meet to decide how to best deliver the messages to the whole school. They can plan a series of performances during the flag ceremony or school breaks, including: the winning performance(s) and a handwashing demonstration. They can also plan a special event, with approval of the teachers and other school staff. They can update the club action plan ([Annex 1](#)) based on their plan.

UNIT 5: COMMUNITY OUTREACH

Timeframe:	1- 2 meetings	Led by:	Community Outreach Committee
Materials:	Paper, pencils		

□ **Step 1: Review the material in a fun and engaging way.**

Conduct a review game with the club members. Other examples are in [Annex 5](#).

Silent Drama

1. Ask for a volunteer. Give the student a word to act out related to the health lessons (handwashing, nausea, trachoma, swollen belly, abdominal pain, etc.)
2. The student must act without speaking. They can only use gestures and movements to show the word.
3. Students guess the action and then must give one fact about it.
 - o *Example:* If the person acts out handwashing, the student who guesses can say the critical times for handwashing.
 - o *Example:* If the person acts out an abdominal pain, the student can name the diseases that cause abdominal pain.
4. The student who guesses correctly will now act out a word.

□ **Step 2: Plan an outreach event for parents and the school community.**

The community outreach committee leads this meeting, but all committees and members should take part in planning activities and participating in the event.

Planning an Outreach Event

1. **Overview of Event:** The community outreach committee explains:
 - o The biggest event of the semester will be an outreach event to the whole school community.
 - o This event will be a showcase of the club's activities this semester and a way to promote healthy hygiene to families and community members.
 - o Every committee will plan a part of the event. Every member should participate and have fun.
 - o **Ask:** Why is it important to reach our families with these health messages?
2. **Group Activity:** The students divide into groups of 4-5 people to plan their activity. Examples are below:
 - o Opening speech: Members of the management committee can work together on writing an opening speech to introduce the event.
 - o Performance: The winners of the creative competition can practice their performance and make changes as needed. They can perform it during the event.

- o Demonstrations: The student hygiene committee can lead demonstrations on handwashing and other healthy behaviors. They can also make it into a game (such as the Silent Drama).
- o Showcase: The school environment committee can showcase a school improvement they completed during the club activities, such as a mural or new handwashing station.
- o Quiz competition: The education committee can organize a quiz competition for the event by preparing 10-20 questions focused on health and hygiene. During the event, 10 non-club students can volunteer to compete in the quiz. A prize, such as a medal or a bar of soap, can be awarded to the winner.
- o Other ideas: Allow students to propose ideas for the event. They can be approved by the community outreach committee or by a vote of the whole club. Be sure it is clear which students will be responsible for each activity being included in the outreach event.

3. **Planning**: Write down the event plan for club approval.

Activity	By who?	Materials needed
Opening Speech		

□ **Step 3: Organize a community outreach event for families.**

The community outreach committee, management committee, and club coordinator will meet to discuss logistics for the event and agree on an agenda for it. The community outreach committee will also work on invitations and/ or advertisement for the event, such as a banner and school announcements. The club coordinator will support them in getting approvals from school management, scheduling the date, and advertising to teachers. They can update the club action plan ([Annex 1](#)) based on their plan.

UNIT 6: CELEBRATION, REFLECTION AND NEXT STEPS

Timeframe:	1-2 meetings	Led by:	Club coordinator; Hygiene Committee and Outreach Committee
Materials:	Club goals (Annex 1), Hygiene Hero poster sample (Annex 6), poster paper, pencils, markers or paint		

- **Step 1: Celebrate the students' accomplishments in preparing and running the community outreach event.**

Accomplishments Memory Game

1. Have students stand in a circle. Clap to honor students' efforts in preparing and running the community outreach event and encourage them to clap along.
2. Give students a few moments to think of something that they think that they accomplished or contributed towards to make the community outreach event successful. This should be short (1-5 words). (Examples: Colored posters, sang handwashing song, helped write opening speech, etc.)
3. Choose one student to begin and they should say their accomplishment out loud. The next student in the circle needs to repeat the accomplishment shared by their peer and add their own accomplishment. The third student in the circle needs to say the first and second accomplishments and add their own.
4. This should continue onwards until the final student in the circle has to repeat ALL the accomplishments said by their peers in order and add their own (of course, as the list of accomplishments gets longer, students can help each other!). As much as possible, encourage students not to choose an identical accomplishment to one that had already been said by another student.
5. End with another round of applause for all the students' hard work!

- **Step 2: Reflect on the success and challenges of the community outreach event.**
 - a. In pairs, have students share with one another:
 - One thing from the community outreach event that went as planned and what they think contributed to the success.
 - One thing from the community outreach event that did not go as planned and what they would do differently next time.
 - b. Regroup all of the students and call on a few students to share aloud what they had discussed with their pair. Consider writing a list of the things that worked well and things the club can do differently in the future to make a future event even more successful.
- **Step 3: Encourage next steps for maintaining healthy behaviors within the school community by conducting Hygiene Heroes game.**
 - a. Remind students of the club's four goals ([Annex 1](#): improve student hygiene practices; ensure a cleaner, healthier school environment; raise awareness with parents and the school community; promote safe use of water bodies and environmental management). After

introducing the 'Hygiene Heroes Challenge Game' ([Annex 6](#)) to the students, encourage them to consider how the game will help achieve the club's four goals.

- b. Suggested rules of the game (consider modifying them to better suit your school if necessary):
- Choose a challenge coordinator for the game. This person can be the club coordinator or a student who is not participating in the challenges. This coordinator will announce the challenges, judge completion, and award points.
 - Recruit/encourage students from the school to participate in the challenge game.
 - Write the names of participating students on the poster. The poster will be used to record points from the challenges for each student.
 - Students will have a different challenge to complete on each day. Some challenges are individual, and some challenges can be completed in teams. If they complete the challenge in teams, then all team members receive the same number of points.
 - If they do not complete a challenge in time, they will get 0 points.
 - If they complete the first half of the challenge, then they will get 5 points.
 - If they complete the full challenge in time, they receive 10 points. The highest number of points per game is 100 (10 challenges for 10 points each.)
 - If they complete the challenge outside of school (such as in Challenge 6), decide on how to verify the points. For example, another person can confirm it, or they can bring in a signed sheet saying they completed the challenge.
 - After 10 challenges, the scores should be tallied. The two students with the highest score are the Hygiene Heroes! They will get a medal to wear around school. If there are more than 2 winners, they can rotate wearing the medal. Alternatively, you can do a tie-breaking activity.
- c. To prepare for the challenge game, tasks the WASH club students will have to complete include:
- Creating a colorful version of the challenge poster ([Annex 6](#))
 - Choosing a 'Challenge Coordinator/s' to run the game
 - Promote the event among their peers and motivate their schoolmates to participate in the lead up to the ten-day challenge
 - Hang the poster in a central visible place around the school
- d. Upon completion of the challenge game, consider brainstorming with students other activities or initiatives that can be conducted at school to maintain health and hygiene.

ANNEX 1: ACTION PLAN

Action Plan

For the School WASH Club

Instructions: This template can be adapted to fit your club. Example goals are given.

Date: _____ School Name: _____

Club Coordinator: _____

Club Management:

Committees:

Goal 1: Improve student hygiene practices

Possible Activities	Who's responsible?	By when?	Resources needed

Goal 2: Ensure a cleaner, healthier school environment (including WASH facilities)

Possible Activities	Who's responsible?	By when?	Resources needed

Goal 3: Raise awareness with parents and the school community

Possible Activities	Who's responsible?	By when?	Resources needed

Goal 4: Promote safe use of water bodies and environmental management (e.g., signage, clearing vegetation, remove stagnant waters, protection to unsafe water, raising awareness etc)

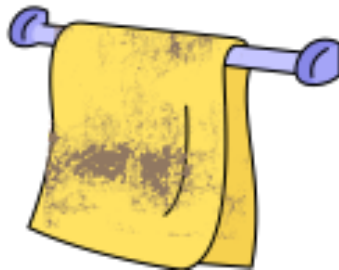
<i>Possible Activities</i>	<i>Who's responsible?</i>	<i>By when?</i>	<i>Resources needed</i>

ANNEX 2: SCHISTOSOMIASIS TRANSMISSION CYCLE

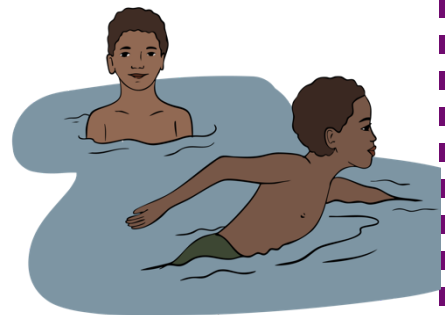
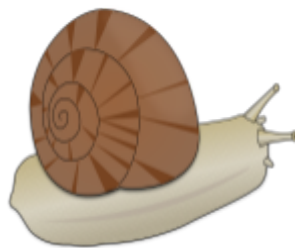
ANNEX 3: CARDS FOR EDUCATION

Instructions: Students can use these cards to discuss disease transmission routes.

Set 1: Trachoma



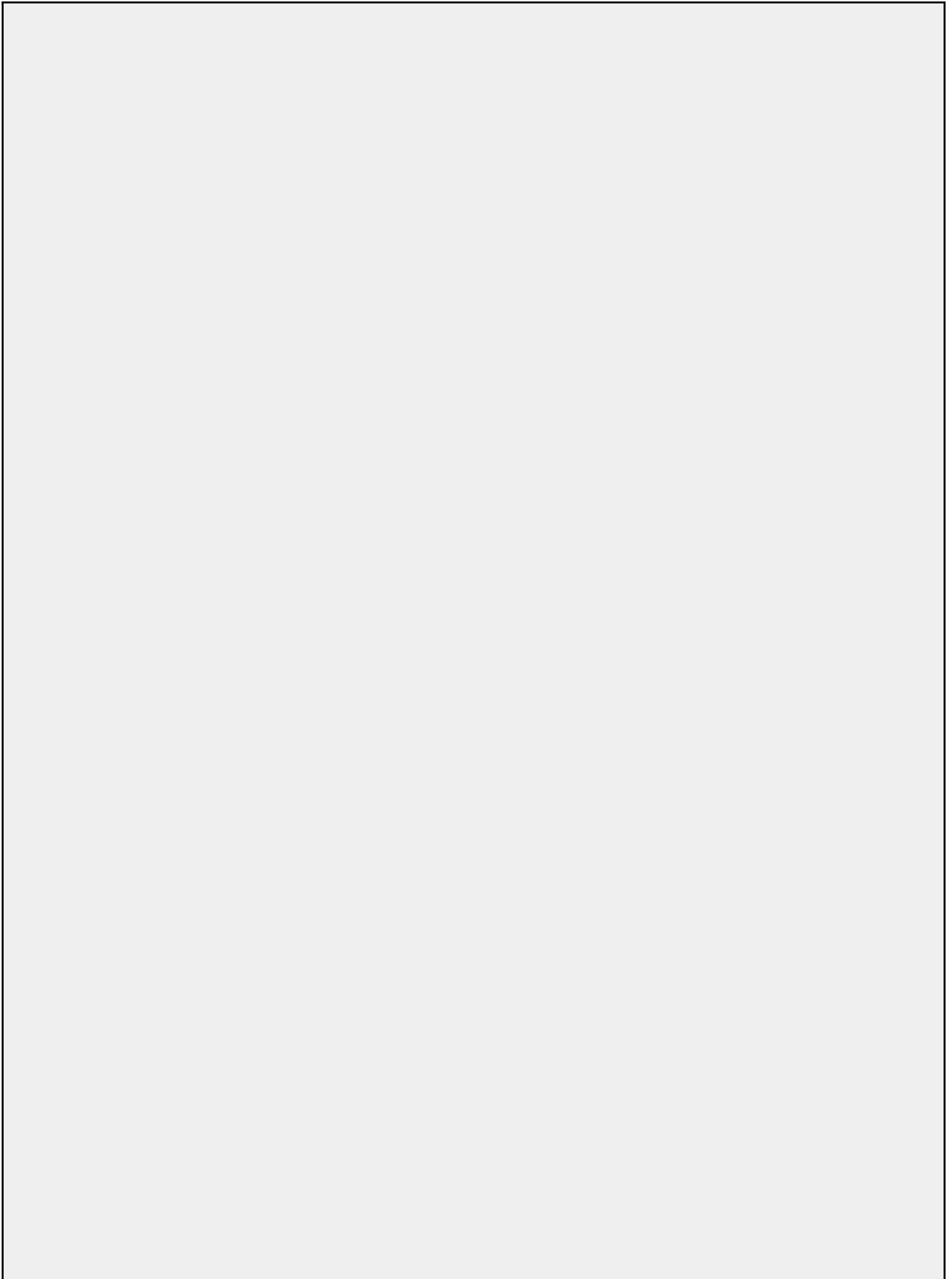
Set 2: Schistosomiasis



?

Set 3: Soil-Transmitted Helminths (STH)





ANNEX 4: SCHISTOSOMIASIS TRANSMITTING SNAILS

ANNEX 5: BOARD GAME INSTRUCTIONS

Instructions: The student club will create and play their own board game on disease prevention and healthy behaviors. Templates for the board and cards are given.

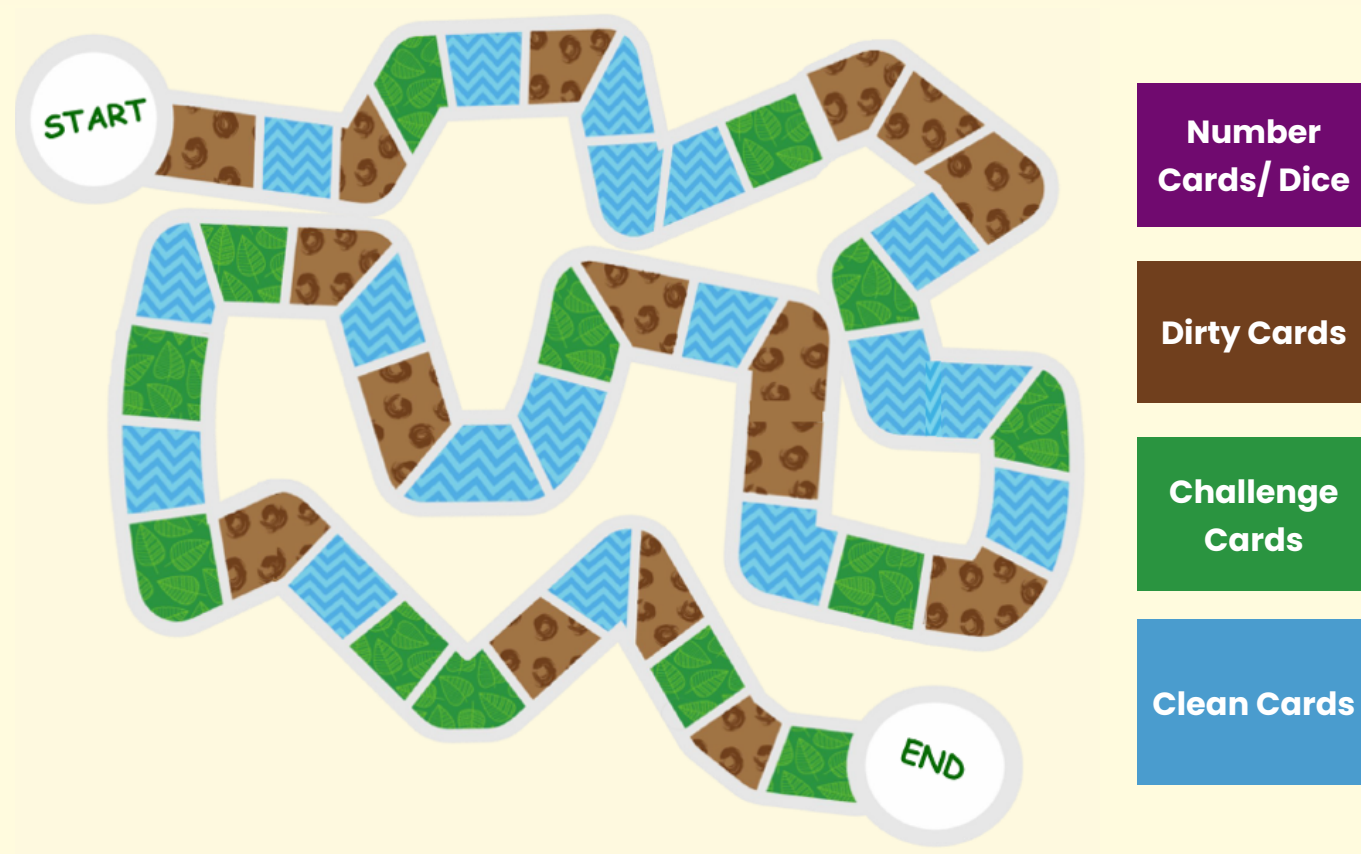
Materials needed:

- Large piece of cardboard/ durable material for the board game – at least 40cm x 50cm
- Colors (e.g/ paint, crayons, markers) to design the board game
- 6 purple number cards (you can also use dice if available)
- 18 brown cards, 18 blue cards, and 12 green cards

* Students will pick their own token to move as their game piece. Their token should be small enough to fit on the game squares and also unique to them, such as a coin, bead, rock, etc.*

Template for Game Board:

Clean Captain Board Game



How to create:

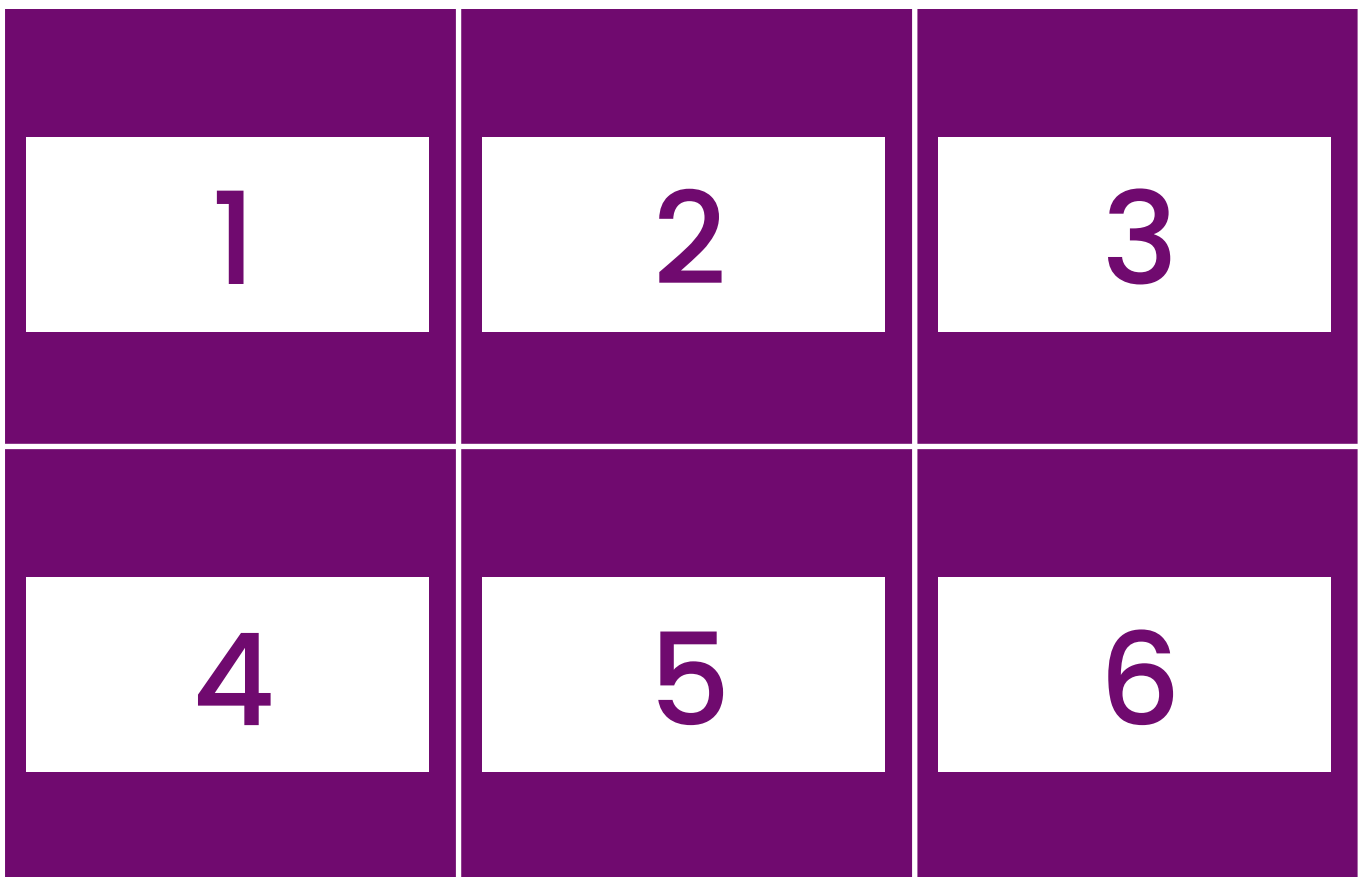
Use a durable piece of paper, such as from a cardboard box, and then create the game using the template above. Between Start and Finish, draw at least 30 squares that vary from brown, blue, and green. Include boxes on the side as a place for the cards. Cards are available on the following pages, but you can also create your own.

How to play:

Students can take turns playing the game.

1. Game can be played with 2-6 people. For young students, we recommend including at least 1 player who can read well and guide the other players.
2. Players will choose a **purple number card** to see who goes first. The person with the highest number will have the first turn, with players continuing in a clockwise manner after. (If dice is available, it can be used instead)
4. All players start with their tokens on "START".
5. In each turn, the players will pick a **purple number card** and move the corresponding number of spaces along the game board.
6. If they land on a blue space, they will pick a **blue "Clean" card** and follow the directions. All blue cards move the player forward or give them an extra turn for rolling the dice.
7. If they land on a brown space, they will pick up a **brown "Dirty" card** and follow the directions. All brown cards move the player backwards or lose them their next turn at rolling the dice.
8. If they land on a green space, they will pick up a **green "Challenge" card** and complete the challenge. All green cards give a task for the player to complete. The other players will judge if the player is correct. If yes, he/ she will move forward or get an extra turn. If not, then he/she will not move forward or backwards in this turn.
9. In each turn, the player will only pick up one card for the first space they land on. However, some cards give them an extra turn, which means they will roll again and then get another card since it is considered a new turn.
10. The first player to reach "END" wins the game!

Purple- Number Cards



Brown- “Dirty” cards

You forget to wash your hands after using the latrine. <i>Move back 2 spaces</i>	You forget to wash your hands before eating. <i>Move back 2 spaces</i>	You have not washed your face at all today. <i>Skip your next turn!</i>
You bathed in water, even though you saw snails in the mud. <i>Move back 2 spaces</i>	The latrine at school is dirty and full of flies. <i>Move back 1 space</i>	You get a snack in the market but eat it without washing your hands first. <i>Move back 2 spaces</i>
You went to the bathroom in the field (and not a latrine). <i>Move back to Start!</i>	Your eyes are itchy and red. <i>Move back 3 spaces</i>	There is animal poop in the yard where you play at home. <i>Move back 2 spaces</i>
You wash your face, but you dried it with a dirty towel. <i>Move back 2 spaces</i>	You forget to tell your family about schistosomiasis and staying healthy. <i>Skip your next turn!</i>	You wash your hands with water but don’t use soap. <i>Move back 1 space</i>

You went to the bathroom in a stream (and not a latrine). <i>Move back to Start!</i>	Your stomach hurts, and you feel very tired. <i>Move back 3 spaces</i>	You play outside without wearing shoes. <i>Move back 2 spaces</i>
You miss the school MDA day. <i>Move back to the last brown space.</i>	You immerse in the water when washing clothes, instead of collecting water in a basin. <i>Move back to the last brown space.</i>	There is a sign near the stream that warns about schistosomiasis, but you go swimming anyway. <i>Skip your next turn!</i>

Blue- "Clean" cards

You wash your hands with soap and water before eating. <i>Move forward 2 spaces</i>	You clean the yard and latrine at home. <i>Move forward 2 spaces</i>	You go to school for the MDA and take the medicine. <i>Move forward 1 space</i>
You teach the other students about healthy hygiene. <i>You get an extra turn!</i>	After playing outside, you wash your hands with soap and water. <i>Move forward 1 space</i>	You don't immerse in the river to avoid schistosomiasis. <i>Move forward 3 spaces</i>

You tell your friend to look out for snails in the lake. <i>Move forward to the next blue space.</i>	You stopped your friend from going to the bathroom in the field. <i>Move forward 2 spaces</i>	You teach your brother how to use the latrine. <i>Move forward to the next blue space</i>
Your friend has bad stomach pains, and you go with him to the health center. <i>Move forward 2 spaces</i>	You convince your parents to build a good latrine. <i>You get an extra turn!</i>	You arrive at school with a clean face, clean hands, and wearing clean shoes. <i>Move forward 2 spaces</i>
The latrine at school has a handwashing station with soap and water. <i>Move forward 2 spaces</i>	You show a younger student how to wash his hands properly. <i>Move forward to the next blue space.</i>	You learned that a stream near you has schistosomiasis, and you tell your friends not to swim there. <i>Move forward 2 spaces</i>
A teacher compliments you on having clean hands all week. <i>Move forward 3 spaces</i>	You organize an event with the WASH club to clean the school yard. <i>Move forward to the next blue space</i>	During a school event, you act in a role play about healthy behaviors. <i>Move forward 3 spaces</i>

Tell the group the 3 key times for handwashing. <i>Move forward to blue if correct.</i>	Describe at least 3 ways that trachoma is spread. <i>Move forward to blue if correct.</i>	Sing a song about handwashing! <i>If correct, get an extra turn!</i>
Out of 30 students, 12 have dirty hands. How many have clean hands? <i>Move forward to blue if correct.</i>	Demonstrate how to wash your hands properly. <i>If correct, get an extra turn!</i>	Answer: Why is open defecation bad for your health? <i>Move forward to blue if correct.</i>
Act out the symptoms of intestinal worms without using words. <i>Move forward to blue if correct.</i>	Out of 150 students, 42 are not wearing shoes. How many are wearing shoes? <i>Move forward to blue if correct.</i>	Make up a dance about healthy behaviors. <i>Move forward to blue if they dance at least 3 behaviors.</i>
Tell a story about a person who gets sick from schistosomiasis. <i>If correct, get an extra turn!</i>	Describe at least 3 ways that people get sick from intestinal worms. <i>Move forward to blue if correct.</i>	Describe at least two of the stages of the schistosomiasis transmission cycle. <i>Move forward to blue if correct.</i>

ANNEX 6: MONITORING CHECKLIST

Instructions: This template can be adapted to fit your club. It can be filled at the beginning of each club meeting or once a month.

Date: _____ School Name: _____

Water Point ☐ Clean - no feces or trash ☐ Functional- all taps work ☐ No leaks ☐ Accessible- small children can reach ☐ Drainage/ soak pit- no puddles ☐ Water storage is clean and covered	Latrines ☐ Clean - no feces or trash ☐ Private – curtain or door ☐ Safe- no holes or dangers ☐ Smell- no bad or strong smells ☐ Accessible- all students can use ☐ Designated room for girls (menstrual hygiene & health)
Handwashing ☐ Clean - no feces or trash ☐ Running water ☐ Soap ☐ Close to boys' latrines ☐ Close to girls' latrines ☐ Drainage/ soak pit- no puddles	School Yard/ Classrooms ☐ Clean - no feces or trash ☐ No animals in yard ☐ Waste bin/ covered pit for trash ☐ Health messages/ posters around school
Water sources (rivers, ponds, stagnant water, etc.) ☐ Children swimming, bathing, laundry or playing observed ☐ Water is stagnant, shallow, or slow-moving, with a muddy bottom ☐ Presence of vegetation, including taro, grasses, floating plants ☐ Signs of open defecation or urination near the shore or within 30 meters of the water source. ☐ Water source is protected or marked as unsafe for contact ☐ No visible snails on pond edges, ditches, or muddy areas ☐ Vegetation removal and snail-control measures are in place	

Student Hygiene								
Grade	1	2	3	4	5	6	7	8
Total #:								
# Clean faces:								
# Clean hands:								
# Shoes:								

Club Activities		
Activity	# of Participants	Comments

ANNEX 7: ADDITIONAL ACTIVITIES

Use: Listed below are games that can be incorporated into club activities.

Activity 1: The Whisper Game

Description: Students line up in two lines. Whisper a short message to the first person in each line and make sure that no one else hears it. An 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: 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 messages. 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: Students review the material in a fun way.

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.

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. After the activity, explain to students that they can also use creative ideas and common objects to help improve hygiene and prevent disease transmission.

Purpose: 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 students can also choose to act out a symptom (irritated eyes, abdominal pain, nausea, etc.) The student needs to act out the activity without using any words while the other students guess the behavior.

Purpose: Key messages are reinforced.

Activity 6: Worm Tag

Description: Using chalk, rope or sticks, designate an area (*at least* 2 meters wide and 10 meters long) in the school yard to be a ‘water body’ contaminated with parasitic worms (schistosomiasis). Choose one child to be the worm, and s/he will stay in the ‘water’. The other children wait near the edge. The teacher (or another student who is not playing) should call out, “In the water!”, and all the students jump in and cannot leave until “Out of the water!” is called. While students are “in the water”, the worm chases and tags them. The tagged students become ‘worms’ too, who can begin to tag other kids in the ‘water’. Only untagged kids can get out of the water when ‘Out of the water!’ is called. Call them out quickly the first time, but wait longer to call them out for each subsequent round.

After several rounds, ask: “What happens the longer you stay in the water with the worm?”

Purpose: Reinforce the message that increased water exposure increases the risk of spreading schistosomiasis.

ANNEX 8: HYGIENE HERO CHALLENGE GAME

These are the suggested challenges for the ten days of the Hygiene Hero Challenge game. We suggest that they get included on a poster similar to the sample poster below. If any of the challenges are not suitable for your school community, they can be modified or replaced.

Challenge #	Challenge	Points
1	Come to school with clean hands and a clean face for all 10 days of the challenge. The coordinator will check and give 1 point for each clean day.	10
2	Act out the healthy behaviors to prevent schistosomiasis, without using words! Bonus: Make it into a dance!	5 + 5 bonus points
3	Make up a song about handwashing and face washing and sing it for the group. Bonus: Sing it together at the flag ceremony!	5 + 5 bonus points
4	Go to the school latrine and check for soap and water. Bonus: Discuss with the club how to improve school hygiene and sanitation.	5 + 5 bonus points
5	Make a banner to avoid peoples from daily water-contact activities with stagnant water Bonus: Post it in the entrance of school!	5 + 5 bonus points
6	Tell your family about the dangers of immersing in water that contains snails. Bonus: Visit a water body near your home to check for mud or plants where snails can hide.	5 + 5 bonus points
7	Do a handwashing demonstration for students in your grade. Bonus: Do the demonstration for younger students!	5 + 5 bonus points
8	Work with friends to make up a drama about schistosomiasis. Bonus: Perform it for other students during the break!	5 + 5 bonus points
9	During break, tell 5 students (not from your club) about schistosomiasis and how to prevent it. Bonus: Tell 5 more students!	5 + 5 bonus points
10	Organize and hold a sanitation campaign to clean the school yard of trash. Bonus: Wash your hands with soap after!	5 + 5 bonus points



Hygiene Heroes



The student with the most points after 10 challenges is the **Hygiene Hero**.



Points for Challenges 1-10



Challenge 1: 10 saints

Come to school with clean hands and a clean face for 10 days of challenge. The coordinator will check and give 1 point for each clean day.

Challenge 2: 5 points

Bonus: 5 extra points
Make it into a diabol.

Challenge 2: 5 points

Make up a song about handwashing and face washing and sing it for the group.

Bonus: 5 extra points

Sing it together at the flag ceremony!

Challenge 4: 5 points

Go to the school latrine and check for soap and water.

Bonus: 5 extra points

Discuss with the club how to improve school hygiene and sanitation.

Challenge 5: 5 points

Challenge 6: 5 points

Tell your family about the dangers of immersing in water that contains seals.

Bonus: 5 extra points.

Visit water body near your home to check for mud or plants where snails can hide.

Challenge 7: 5 points

Do a handwashing demonstration for students in your class.

Bonus: 5 extra points

Do the derecognition for younger students

Challenge 8: 5 points

Challenge 9: 5 points

During break, tell 5 students (not from your club) about schistosomiasis and how to prevent it.

Bonus: 5 extra points

Tell 5 more students!

Challenge 10: Sprints

Organize and hold a sanitation campaign to clean the schoolyard of trash.

Bonus: 5 extra points

Wash your hands with soap after

ANNEX 9: EDUCATION RESOURCES

Instructions: Use this information to supplement the lessons. You can find more information in the school leadership training manual.

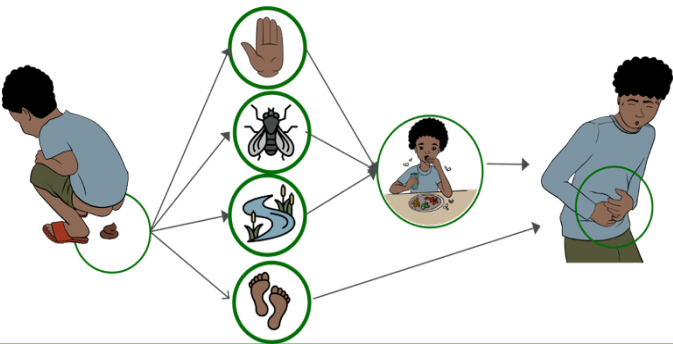
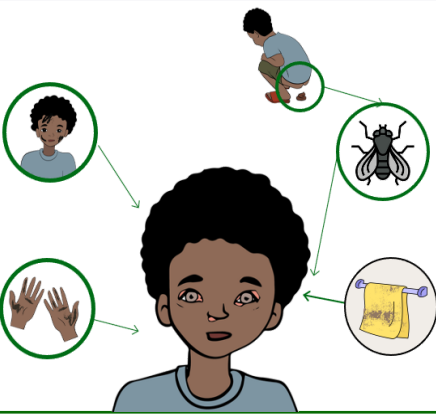
Table 1: Disease & Symptoms	Transmission
Soil-transmitted helminthiasis (STH or intestinal worms)- parasitic infection that usually affects intestines ✓ Stomach pain ✓ Diarrhea ✓ Nausea ✓ Weight loss ✓ Tiredness ✓ Malnutrition ✓ Anemia ✓ Learning difficulties ✓ Stunted growth	Risk Factors: Open defecation, flies, dirty hands, contaminated water, bare feet 
Schistosomiasis (SCH or snail fever)- serious parasitic infection, usually affecting intestines or urinary tract ✓ Stomach pain ✓ Bloody diarrhea or urine ✓ Cough ✓ Muscle aches ✓ Fever ✓ Malnutrition ✓ Anemia ✓ Learning difficulties ✓ Organ damage ✓ Enlarged liver ✓ Itchy skin or rash after contact with contaminated water ("swimmer's itch") ✓ Swelling of the belly	Risk Factors: Open defecation in or near water bodies, contact with contaminated water bodies (swimming, laundry, fishing, etc.) 
Trachoma – bacterial eye infection that can lead to blindness ✓ Itching and irritation of the eyes ✓ Discharge from the eyes containing mucus or pus ✓ Eyelid swelling ✓ Light sensitivity (photophobia) ✓ Eye pain ✓ Blurred vision ✓ Eyelids turning inwards (advanced stage) ✓ Vision loss and blindness (advanced stage)	Risk Factors: Open defecation, flies, dirty hands, dirty faces, dirty cloths 

Table 2: Key messages and health behaviors are summarized in the table below. Select the ones that are most relevant for your school:

Category	Key Messages	Health Behaviors
Clean Body (Personal Hygiene)	◆ Clean Hands	◇ Wash hands with soap and water at key times
	◆ Clean Face	◇ Wash face with soap and water every day and dry with a clean towel
	◆ Clean Feet	◇ Wear clean, dry shoes when outside
	◆ Clean Routine	◇ Monitor personal hygiene on a regular basis
Clean School (School Sanitation)	◆ Clean Place	◇ Keep school compound free of trash and feces ◇ Monitor and maintain WASH facilities regularly
	◆ Safe Latrine	◇ Use the latrine (no open defecation) ◇ Improve latrine as needed (i.e. add slab, ventilation pipe, pit cover, etc.)
Clean Water (Safe Water Use)	◆ Safe Water Use	◇ Use treated or clean water from safe sources ◇ Safely store water in clean, covered containers
	◆ Safe Water Contact (SCH areas)	◇ Avoid contact with contaminated water in SCH risk areas, or minimize time spent in water
Healthy Community (Community Health)	◆ Healthy Action	◇ Take drugs during the MDA campaigns ◇ Seek treatment if you or your family members show symptoms
	◆ Community Responsibility	◇ Share health messages with others ◇ Participate in school and community campaigns ◇ Mobilize the community to safely reduce risks at water sites

Table 3: Handwashing steps

															
1. Wet hands with soap, and apply soap to make bubbles.				2. Clean between the fingers.				3. Rub hands palm to palm.				4. Rub back of each hand.			
															
5. Rub each wrist with the opposite hand.				6. Rinse hands with water until all soap is gone.				7. Dry hands.							

Key times for handwashing:

- ◆ **Before touching food-** food preparation, eating, feeding others
- ◆ **After touching feces/ waste-** after defecating, cleaning