

WASH IN SCHOOLS

Education Guide



GHANA
EDUCATION
SERVICE



Ghana Education Service
Wash In Schools
Education Guide
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Abbreviations

CFS	Child Friendly Schools
CLTS	Community-led Total Sanitation
EMIS	Educational management information system
GES	Ghana Education Service
GoG	Government of Ghana
MoE	Ministry of Education
O&M	Operation and Management
PTA	Parent Teacher Association
SbHC	School based Health Coordinators
SHC	School health club
SHEP	School Health Education Programme
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization
WinS	Water, Sanitation and Hygiene in Schools



1. Introduction

With the aim to contribute to the implementation of the Child Friendly Schools (CFS) Framework developed by GES, the WASH Education guide is developed as a ready to use guide for planners, coordinators and school authorities to promote WASH education in schools in addition to hygiene education topics already integrated into the education curriculum in Ghana.

For some of the proposed activities separate guides have been developed in which detailed guidance on the content and set-up of the activities is given:

- Guidelines for the implementation of school health clubs,
- Children’s Role in CLTS Implementation,
- Children and Youth Ambassadors for WASH.

This Education Guide gives an overview of the WASH activities that will be conducted at the school level for an academic year as well as the focus hygiene messages.

2. Year-round School Level Activities

The hygiene education activities for schools are using conventional class room teaching but also various participatory activities to develop skills and habits. Pupils but also their teachers, parents, family and community members will be engaged in the process through short, focussed and results oriented sensitisation sessions.

Below schedule gives an overview of the activities to be undertaken in every school on an annual basis.

	Activity	Target Group	Duration	Frequency	Focus of activity
1	Classroom activity to be led by class teacher (CA)	Classes (per age group- Nursery, Lower Primary, Upper Primary, and Junior High School)	10 mins	3x a week	Interactive activity teaching and testing knowledge Demonstration activity for building habits
2	Main School Lesson during Worship Time (WT)	Entire School	15 mins	Every 2 weeks	Teaching knowledge and motivating pupils for change of habits
3	Repeat (Reinforcing) sessions of main school lesson at Morning Assembly (MA)	Entire School Prepared by School health club and SBHC	3-5 mins	3 x a week	Reinforcing/repeating key messages from Worship Time Sessions
4	WASH Notice “Talk” boards (NB)	Entire School Prepared by School health club and SBHC.		Every2 weeks	Reinforcing/repeating key messages from Worship Time Sessions

	Activity	Target Group	Duration	Frequency	Focus of activity
5	School health club	Selected pupils	30 min	Every 2 weeks	Actively involved in advocacy for WASH in Schools through participatory activities under the guidance of the School Health based Coordinator.
6	Competitions	All Classes in a school and All Schools in a district		termly	Activities focusing on testing knowledge dissemination to the entire school and indirectly parents and communities
7	WASH Session during PTA meeting	Parents and Teachers	20 mins	once a term	Advocacy sessions on School WASH to get support to activities/ actions as well as reports on progress.
8	WASH Session during SMC Meeting	School Management Committee (SMC)	20 mins	once a term	Advocacy sessions on School WASH to get support to activities/ actions as well as reports on progress. Also to enlist group support to School health club activities as well as individual support as club patrons.

Classroom activity

Each teacher is expected to take his/her class through short activities that last for a maximum of ten minutes three times a week. These activities build on the lesson given to the entire school at the morning assembly session and will be interactive and geared towards developing and testing knowledge and building skills and habits. Chapter 3 provides a schedule of key activities to be taken up per class in each term based on the themes for the term as well as the age group.

School Worship and Assembly Sessions

School level educational sessions will be done mainly during Friday morning worship sessions on a fortnightly basis with short announcements made at subsequent morning assembly meetings to reinforce the messages and encourage habit building.

WASH Notice Board

The school notice board will also be used as a channel for reinforcing the messages provided at the worship and morning assembly sessions.

The messages at the Notice Board will be prepared by the School health clubs under the guidance of School based Health Coordinator.

Schools are also encouraged to provide murals (wall paintings with messages) on the school compound reinforcing some of these messages.



School Health club

There is a separate publication on implementation of School Health Clubs.

School Competitions

To provide an additional motivation to school teachers and pupils, termly school competitions will be organised by GES/SHEP on the key WASH themes. These competitions will be coordinated nationally and will be open to all schools in a district that can participate. Awards will be provided for winners in various categories at the district level. Partners that are working in various schools can therefore prepare their schools to participate in the competitions. The competitions will focus on how hygiene activities:

- 1. Reach out to the entire school,
- 2. Reach out to the surrounding communities,
- 3. Are linked to M&E of participation at school and in community.

The competitions are designed to ensure that they serve as avenues for ensuring that many more children are educated and can change their behaviour/develop habits as a result of the competitions. Key components of each competition therefore include a reach out to all children in the school and reach out to as many community members in the catchment communities. The schools will therefore be required to assess and verify records that show each the school children were involved as well as the community members.

Three competitions will be organised in the school year; one competition taking place per term according to the below schedule:

Term and type of competition	Focus
First Term: Quiz competition	Testing knowledge acquisition by children
Second term: Drama, Dance, Slogans, Song competition	Testing knowledge dissemination and test how schools can reach out to other schools and their communities using communication for development approaches such as songs, slogans and drama
Third term: Drawing and Painting Competition	Testing dissemination through drawing and wall paintings

The competitions will be developed for each class, each school and at district level.

Parent Teacher Association and School Management Committee meetings

At each school, a Parent-Teacher Association (PTA) and a community-based School Management Committee (SMC) are in charge of school management and improvement. Along with the school head teacher, they define how the funds allocated by the GES are used, and if they need to be supplemented. Because of this role, they will be fully involved in the development of WinS activities (and also agree upon and sign the Facilitation and Management Plan).

The school, through its School based Health Coordinator, will use the termly PTA and SMC meetings to organise a WASH activity with parents and teachers that will motivate them to support WASH activities in School. It is expected that parents and teachers will make commitments to support WinS activities at the first meeting. Subsequent meetings will serve as fora to update parents on progress in the school and get their support and involvement.

Linking with CLTS community

There is a separate document on children's role in CLTS implementation.



Teaching Hygiene Thematic Approach

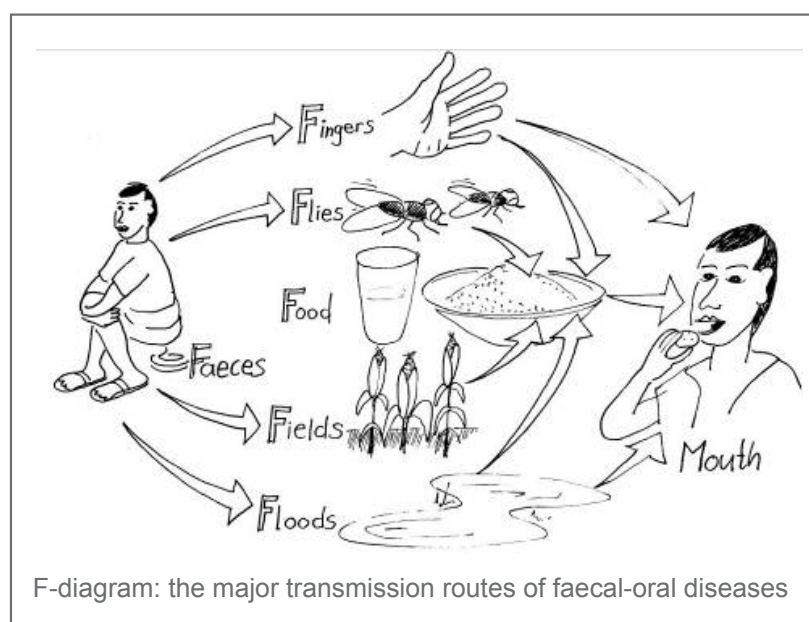
The five hygiene themes

Teaching hygiene is most successful when it targets just a few behaviours with the biggest overall impact. Too many priorities will diffuse the attention that can be given to each subject because too little time will be available for each subject.

The basis of hygiene education lays in prevention of diseases that are transmission due to inappropriate hygiene conditions and behaviour.

The most prevalent diseases, such as diarrhoea or worm infections are being spread by germs. Germs cause sickness. The path in which germs can spread from person to person is summarised in the, so-called, **F-diagram¹** :

- **Fingers:** Human faeces stick to hands, fingers and under nails
- **Flies:** Flies and other insects sit on faeces and move to the food for human consumption
- **Fields:** (Human) faeces are being used or disposed on the fields and eaten through not fully cooked food that grew on the fields
- **Fluids (water):** Faeces mix with drinking water



Following the F-diagram, stopping the paths of contamination can be defined at the left site route of the diagram (stopping faecal contamination) and at the right site route of the diagram (stopping faecal-oral transmission).

- Faecal contamination can be stopped through: provision of safe toilets and the protection of water sources.
- Faecal-oral transmission can be stopped through: hand-washing with soap after toilet use, before eating, before preparing food and after cleaning babies, hygienic storage and preparation of food, protection of water between source and consumption.

¹It is called F-diagram because all paths start with F.

Based on the F-diagram, the schools will focus on the five hygiene themes of which the first four derive from transmission routes in the, F-diagram and the last with reference to overall improvement of hygienic conditions to stop potential health risks:

1. Hand washing with soap at critical times

Washing hands WITH SOAP after toilet use and before eating can reduce the incidence of diarrhoea by almost 40% and the risk of respiratory infections by 16% leading to 25-50% of reduction of absenteeism.

2. Elimination of open defecation, safe excreta disposal and toilet hygiene (Basic Sanitation)

By using sanitary facilities the incidence of diarrhoea reduces by 34 %.

Worm infections are spread through unhygienic environments (soil or water) and unhygienic behaviour (through food or hands). Worms are parasites that eat the food from the children they infect. They also destroy tissues and organs in which they live; and cause pain, diarrhoea, intestinal obstruction, anaemia, ulcers, and various other health problems. These infections also contribute to poor appetite and decreased food intake. Roundworms, pinworms and tapeworms can be seen in the children's stools. Hookworms and pinworms can only be discovered through testing.

Children who have heavy worm infections are more likely to be absent from school for a greater proportion of the time than those who are lightly infected or worm free. In addition those children perform worse than children who have no worm infections or who have been treated against them.

3. Safe drinking water treatment, storage and handling

Water from unprotected sources is unsafe for human consumption because it can be contaminated by animals or human excreta. Piped water is generally safe when it enters in the pipelines but can be contaminated when pipes leak. Water also has to be handled properly during collection, storage and use. Therefore, it is always important to collect water in a clean container, cover the container during transportation to not allow dust to enter and to keep the water covered as long as it is stored. When water is taken from the container for consumption it should be taken with a cup with handle or ladle. People should not share cups.

4. Food hygiene

Eating food is essential for the well-being and survival of each human being. Eating contaminated food (also known as "food poisoning") can be an important source of diseases among pupils and their family members.

In general there are three sources of food poisoning that can be easily avoided with some simple measures:

- a. Spreading of germs through the person who prepares the food. (1) Hands should be washed with soap before food preparation to avoid spreading of germs through hands. (2) Avoid coughing, spitting or chewing near food to avoid contact between saliva and food.
- b. Special precaution when handling raw food. (1) Wash with safe water or peel all fruits and vegetables that are eaten raw. (2) Raw meat, poultry or fish should not touch other food that is eaten raw. (3) Cooking utensils that have been in touch with raw meat, poultry or fish should be cleaned thoroughly with water and soap.
- c. Food storage. (1) Cooking food kills germs. All meat, poultry or fish should be cooked well. (2) Where possible, always prepare fresh food and eat immediately after preparation. (3) If food is stored, always keep it covered to avoid that flies and dust enter (4) Keep the food as cool as possible (5) When food smells bad, changes taste, changes colour, produced bubbles or gets slimy throw it away because the food is spoiled and it can make people and animals sick.

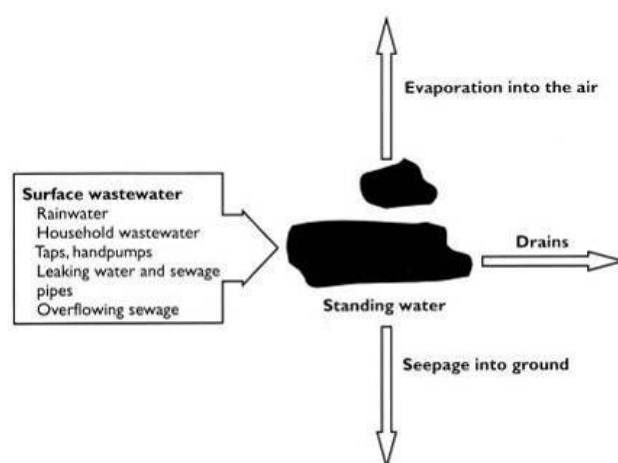
5. Treatment, storage and handling of refuse and waste water

Refuse or Solid waste are left-over materials that result from human activities that are no longer wanted or needed by their users. *Solid waste management* is the treatment, storage and handling of waste materials, usually ones produced by human activity. In school compounds this is generally: paper (note books, books and wrapping material), plastics and some organic waste (fruits and other uneaten food).

If the school compound is not regularly cleaned, the refuse left behind will attract rats, flies and cockroaches, animals that can carry and spread diseases. This is also known as vector **breeding**. Therefore, it is important that solid waste is being collected and treated.

So far, whenever solid waste is collected it is burned by the school or collected by a municipal service. In order to get most “advantage” from the waste that is left at schools, it is essential that **solid waste is being separated and as much as possible reduced, re-used and recycled**, as followed:

- **Paper and cardboard:** An average school produces big loads of paper waste each year. If collected separately, the paper could be sold to collect some resources which could be used for e.g. soaps.
- **In addition:** recycling paper saves trees!! For the production of 3600 kg of paper, 36 ~ 60 trees are needed.
- **Plastic bags, bottles and containers:** Just like paper, plastic can be re-used and recycled. When collected at school, the plastic could be sold to a recycling company.
- **Glass bottles and metals:** can also be separately collected but will normally not be dumped in significant quantities at schools.
- **Organic waste:** School kitchens and school food vendors do produce organic waste, it could be investigated if *composting organic* waste in special bins would be possible or collection for *feeding animals*. Alternatively the organic waste can be safely buried in the school compound
- **Other waste:** Some of the waste cannot be made of use. This waste, just a fraction of the original amount of solid waste, could be collected by the municipal services or treated differently. Burning of solid waste on school compounds should be avoided. For this waste, sufficient garbage bins have to be placed in the school compound.



Source²

Unwanted standing water occurs when the amount of surface wastewater that is produced is more than the capacity to eliminate it.

² Originally published in: Booth B. et al. (2001), Urban & Development; A practical manual for use in developing countries, MacMillan Education Ltd Oxford and London, UK.

Waste water: Especially in the rain season, muddy paths, puddles and pools of stagnant water are common sights in school compounds. Most of water will come from rain but also significant amount of water comes from water run-off from taps, leaking pipes or pumps.

Standing water in the school compound will provide a breeding sit for mosquitoes that spread malaria. The water also can get contaminated with faeces and cause diarrhoeal diseases if people use this water. Further standing water will limit the available space in the school compound as well as make shoes and school uniforms dirty with muddy water and mud.

Following the above schedule, the wastewater problem can be solved in several ways: (1) by decreasing the amount of surface wastewater (repairing leaking taps and pipes, preparing good drainage around taps, wells and pumps, clean septic tanks, reduce the amount of rain water by collecting it for other uses) (2) by increasing the amount of water that seeps into the ground (e.g. through soak pits) (3) by increasing the drainage of wastewater out of the community (construction of drainage channels).

3. Annual schedule of activities on WASH

WASH EDUCATION SCHOOL GUIDE		
School Weekly Schedule of Activities for the Academic Year		
Number of Terms	3	WASH EDUCATION SCHOOL GUIDE School Weekly Schedule of Activities for the Academic Year
Number of Weeks to be spent in School	40	
Target Group for this document	Teachers	
Target Classes	KG, Primaryand JHS	
THEMES		
TERM	TOPIC	SUB - TOPIC
FIRST TERM (14 WEEKS)	HANDWASHING WITH SOAP	ChangingHabits
		Finding Good Reasons to Wash Hands with Soap
		Teaching Children How to Wash Hands with Soap
	BASIC SANITATION	Maintaining Handwashing Facilities
SECOND TERM (15 WEEKS)	FOOD HYGIENE	Cleanliness of Food Vendor and Meal Service Area
		Certification
		Kinds of Foods
		Pupil practices
THIRD TER (11 WEEKS)	CLEAN AND HEALTHY SCHOOL ENVIRONMENT	Dealing With Vectors
		Refuse Management
		Drainage / Waste Water Management
		Cleanliness of the school compound
		Control of Weeds

A detailed teaching schedule can be found in Annex A.



Annex: Term 1

TERM 1							
HANDWASHING WITH SOAP AND BASIC SANITATION							
CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK6	WEEK7
KINDERGATERN	Theme: Handwashing with Soap						
	PREPARATORY WEEK	RE-INFORCEMENT WEEKS					
	Teach simple HWWS songs; you may have 2 main songs that relate to the critical times (after visiting the toilet and before meals)	Use HWWS songs as signature tune for Mealtimes; Have children line-up for HWWS before they eat (children sing whilst activity goes on)	SUPERVISE the conduct of Handwashing activity	Continue the Supervision of Handwashing activities at critical times (before eating and after visiting the toilet)	Continue the Supervision of Handwashing activities at critical times (before eating and after visiting the toilet)	Continue the Supervision of Handwashing activities at critical times (before eating and after visiting the toilet)	Continue the Supervision of Hand-washing activities at critical times (before eating and after visiting the toilet)
	Prepare your class Noticeboard. Ensure that your notice board is as colourful and as flashy as possible	Remind children to sing songs after visiting the toilet; song should relate to this critical time	LEAD the singing of song for each related to each of the activities during the critical times				
	Prepare and put together all your FLASHCARDS you will need for the Term		Show FLASHCARD 1 and 3 to children and discuss for 10 minutes	Show FLASHCARD 2 to children and discuss for 10 minutes	Show FLASHCARD 7-12 to children and discuss for 10 minutes	Repeat FLASHCARD 7-12 to children and discuss for 10 minutes	Repeat FLASHCARD 7-12 to children and discuss for 10 minutes
	Make copies of FLASHCARDS 1, 2, 3, 7, 8, 9, 10, 11, 12						
	PUT THEM ON THE NOTICE BOARD. Guide the children to do it.	ENSURE THAT FLASH CARDS AND OTHER PICTURES ON THE NOTICE BOARD ARE INTACT.					

WEEK 8						
WEEK 9						
WEEK 10						
WEEK 11						
WEEK 12						
WEEK 13						
WEEK 14						
Theme: Basic Sanitation					HWWS & BS	
PREPARATORY WEEK		RE-INFORCEMENT WEEKS			SUMMARY TERM	
Teach simple defaecation songs; you may have 2 main songs that relate to the use of Potty for defaecation	Use Potty usage songs as signature tune when children are preparing to sit on Potty and defaecate	Supervise the use of Potty by children for Defaecation	Supervise the use of Potty by children for Defaecation	Supervise the use of Potty by children for Defaecation	HAVE CHILDREN MENTION WHAT THEY HAVE LEARNT FOR THE TERM REGARDING HANDWASHING WITH SOAP AND DEFAECATION	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
Refresh your class Noticeboard. Ensure that your notice board is as colourful and as flashy as possible	Remind children to sing songs when they feel like defaecating; Combine with HWWS songs after defaecation	Remind children to sing songs when they feel like defaecating; Combine with HWWS songs after defaecation	Remind children to sing songs when they feel like defaecating; Combine with HWWS songs after defaecation	Remind children to sing songs when they feel like defaecating; Combine with HWWS songs after defaecation	PUT ALL FLASHCARDS ON THE NOTICE BOAR	
Remove all flashcards that relate to handwashing						
Make copies of FLASHCARDS 16, 19, 21, 30	Use FLASHCARD 16 to have a coversation with children for 10 minutes	Use FLASHCARD 19 to have a coversation with children for 10 minutes	Use FLASHCARD 21 to have a coversation with children for 10 minutes	Use FLASHCARD 30 to have a coversation with children for 10 minutes	HAVE CHILDREN RE-IDENTIFY ALL FLASH CARDS AND SUMMARISE WHAT THEY MEAN	CONTINUE WITH SUMMARY ACTIVITIES
PUT THEM ON THE NOTICEBOARD. Guide the children to do it.	ENSURE THAT FLASH CARDS AND OTHER PICTURES ARE INTACT					ENSURE FLASHCRADS ARE INTACT

TERM 1

HANDWASHING WITH SOAP AND BASIC SANITATION

CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	Theme: Handwashing with Soap						
	PREPARATORY WEEK	PRACTISE AND RE-INFORCEMENT WEEKS					
	CLASS: Work with the other teachers to prepare the Primary Noticeboard. Ensure that your notice board is as colourful and Interesting	CLASS: Explain to class what “CRITICAL TIME” in handwashing means	CLASS: 1. Identify “open faeces” and have children observe. 2. Ask whether they would like to eat. 3. Link that to how their hands are likely to come into contact with faeces and why they should wash their hands with soap at critical times.	CLASS: Explain the relationship between germs and faeces	CLASS: Play the game “Shake My Hand” - see page 30 of Guidebook	CLASS: Conduct the activity “Count 5, Count 10” - see page 35 of Guidebook	WORSHIP TIME: Construct a Tippy Tap for your Class (see Activity Sheet on page 36 of Guidebook). All classes conduct this activity during worship time; Support your class to follow the 3-step Guide on page 16 of Guidebook
	Work with the class to compose simple songs along these HWWS themes as indicated in the introduction	CLASS: Identify critical times for HWWS		CLASS: Help pupils to construct simple songs on germs and faeces and how they make humans sick			
	Prepare and put together all your FLASHCARDS and all other materials you will need on HWWS for the Term	Remind children to sing songs after visiting the toilet; song should relate to this critical time	WORSHIP PERIOD: Remind pupils of the activities conducted during the week. Have pupils mention 3 main lessons	WORSHIP PERIOD: Have pupils sing songs	WORSHIP PERIOD: Re-inforce the meaning of CRITICAL TIMES for HWWS during. Link it to HWWS	WORSHIP PERIOD: Demonstrate the practice of HWWS during WORSHIP PERIOD. Have representatives of each class demonstrate	
	Make copies of FLASHCARDS 1-3; 5-14	ENCOURAGE PUPILS TO VISIT NOTICE BOARD UPDATE PARENTS AND SEEK THEIR SUPPORT AT PTA AND SMC MEETINGS REGARDING SPECIFIC ACTIONS FOR THE SCHOOL HEALTH FOR THE TERM					
	PUT THEM ON THE NOTICEBOARD. Guide the children to do it.	ENSURE THAT FLASHCARDS ARE INTACT ON THE NOTICEBOARD	REFRESH THE NOTICEBOARD. Content should include FLASHCARDS 1-3 and 7-12			ADD FLASHCARDS 13 AND 14 TO THE CONTENT OF THE NOTICEBOARD	

WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14
Theme: Basic Sanitation					HWWS & BS	
PREPARATORY WEEK	RE-INFORCEMENT WEEKS				SUMMARY TERM	
CLASS: Teach simple defaecation songs; you may have 2 main songs that relate to the usage of the latrine as the main point of defaecation	Select Flashcards 16, 19, 21. Give show the cards to children and ask what they see. Discuss the possible answers and other incorrect ideas	Select Flashcard 15. Show to pupils and have them identify FLUIDS, FINGERS, FLIES AND FIELDS. Discuss how these are related to Flashcard 16, 19, 21	Select Flashcard 15. Show to pupils and have them identify FOOD. Discuss how it is related to Flashcard 16, 19, 22 and 15	Select Flashcard 15. Show to pupils and have them identify THE NEW HOST. Discuss how the process affects the new host	Recap the key lessons from how the pupils come into contact with faeces. Discuss how HWWS is important in helping reduce how they come into contact with faeces	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
Change the content your class Noticeboard. Ensure that your notice board is as colourful and has the SANITATION THEME	WORSHIP PERIOD: Remind pupils of the main outcomes of the discussions in the classrooms using Flashcards 16, 19, 21	WORSHIP PERIOD: Remind pupils of the main outcomes of the discussions in the classrooms regarding FLUIDS, FINGERS, FLIES and FIELDS	WORSHIP PERIOD: Recap discussions in the classrooms regarding FOOD and how they are related to FLUIDS, FINGERS, FLIES and FIELDS and OPEN FAECES	WORSHIP PERIOD: Recap discussions in the classrooms regarding the process affects the new host	PUT ALL FLASHCRADS ON THE NOTICE BOARD	
CLASS: Remove all flashcards that relate to handwashing					WORSHIP PERIOD: HAVE CHILDREN RE-IDENTIFY ALL FLASHCARDS AND SUMMARISE WHAT THEY MEAN	WORSHIP PERIOD: CONTINUE WITH SUMMARY ACTIVITIES
Make copies of FLASHCARDS 16, 19, 21, 30	ENCOURAGE PUPILS TO VISIT NOTICE BOARD UPDATE PARENTS AND SEEK THEIR SUPPORT AT PTA AND SMC MEETINGS REGARDING SPECIFIC ACTIONS FOR THE SCHOOL HEALTH FOR THE TERM					
PUT FLASHCARDS 16, 19, 21, 30 ON THE NOTICE BOARD. Guide the children to do this activity.		ENSURE THAT FLASH CARDS AND OTHER PICTURES ARE INTACT			ENSURE FLASHCRADS ARE INTACT	

TERM 1

HANDWASHING WITH SOAP AND BASIC SANITATION

CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK6	WEEK7
	Theme: Handwashing with Soap						Theme: Basic Sanitation
	PREPARATORY WEEK	PRACTISE AND RE-INFORCEMENT WEEKS					PREPARATORY WEEK
JUNIOR HIGH SCHOOL (JHS)	CLASSROOM: Work with the other teachers and pupils to prepare the JHS Noticeboard. Ensure that your notice board is as colourful and Interesting	CLASSROOM: Explain to class what “CRITICAL TIME” in handwashing means; Identify critical times for HWWS	CLASSROOM: Explain the relationship between germs and faeces; Help pupils to construct simple poems on germs, faeces and how they make humans sick	CLASSROOM: Play the game “Making the Invisible Visible” - see Activity Sheet on page 31 of Guidebook	CLASSROOM: Play the game “Catch Me Quick” - see Activity Sheet on page 32 of Guidebook	CLASSROOM: Play the game “Happy Hands, Sad Hands” - see Activity Sheet on page 33 of Guidebook	CLASSROOM: Conduct the Activity “Preventing the Spread of Diarrhoea” using Approach B - See Activity Sheet on Page 37 of Guidebook
	CLASSROOM: Prepare and put together all your FLASHCARDS and all other materials (including ACTIVITY SHEETS) you will need on HWWS for the Term	WORSHIP TIME: Construct a Tippy Tap for your Class (see Activity Sheet on page 36 of Guidebook). All classes conduct this activity during worship time; (see Page 16 for a 3-step guide)	WORSHIP TIME: Have class recites the poems that were written and learnt in the during the week in class	WORSHIP TIME: Recap key lessons learnt during class activity - <i>what clean hands really looks like if you they don't wash them with soap</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>how diarrhoea spreads from person to person</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>that happy hands are te ones washed with soap and that it is easy to forget to wash hands with soap</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>how diarrhoeal diseases are spread and how they ban be prevented</i>
	CLASS: Prepare Notice Board	ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY					
	PUT THEM ON THE NOTICE BOARD. Guide the children to do it.	ENSURE THAT FLASHCARDS ARE INTACT ON THE NOTICEBOARD			REFRESH THE NOTICEBOARD. Content should include FLASHCARDS 1-3 and 7-12		PUT FLASH CARDS 1,2,3,15,16,17, 18.19.20 AND 21 ON NOTICE BOARD

WEEK 8						
WEEK 9						
WEEK 10						
WEEK 11						
WEEK 12						
WEEK 13						
WEEK 14						
					HWWS & BS	
RE-INFORCEMENT WEEKS					SUMMARY TERM	
CLASSROOM: Conduct the Activity “Take Two Children” - See Activity Sheet on Page 38 of Guidebook	CLASSROOM: Conduct the Activity “Open Defaecation Does not Happen Here” - See Activity Sheet on Page 39 of Guidebook	CLASSROOM: Conduct the Activity “I Need Help Now” - See Activity Sheet on Page 40 of Guidebook	CLASSROOM: Conduct the Activity “Latrines for Everyone” - See Activity Sheet on Page 41 of Guidebook	CLASSROOM: Conduct the Activity “Feeling Good About Using Latrines” - See Activity Sheet on Page 42 of Guidebook	CLASSROOM: Play “Snake and Ladders” - see Activity Sheet on page 34 of Guidebook	CLASSROOM: Play “Snake and Ladders” - see Activity Sheet on page 34 of Guidebook
WORSHIP TIME: Recap key lessons learnt during class activity - <i>how children identify causes of ill-health and practices that will promote good health</i>	WORSHIP TIME: Recap key lessons learnt during class activity - how to expose poor hygiene practices at school and share mutual disgust to motivate better behaviour and action	WORSHIP TIME: Recap key lessons learnt during class activity - <i>how children would be able to identify when they have diarrhoea and what to do</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>how children would understand that everyone needs to use the latrine even when they have physical difficulties</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>Introducing children to the school latrine and overcoming any fears of use</i>	WORSHIP TIME: Re-inforce the key lessons learnt during the the game played in class - <i>to re-inforce HWWS and other WASH messages</i>	WORSHIP TIME: Re-inforce the key lessons learnt during the the game played in class - <i>to re-inforce HWWS and other WASH messages</i>
ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY						
PAIR UP THE FOLLOWING FLASHCARDS 22*26, 23*27, 24*28, 25*29 ON NOTICE BOARD	PUT FLASH-CARDS 15, 30, 31, 32 ON NOTICE BOARD	PUT FLASH-CARDS 22, 25, 30, 33, 34, 35, 36, 37 ON NOTICE BOARD	PUT FLASH-CARDS 38, 39, 40, 41, 42, 54 ON NOTICE BOARD	KEEP FLASH-CARDS 38, 39, 40, 41, 42, 54 ON NOTICE BOARD	PUT FLASHCARDS 5 AND 113 ON NOTICE BOARD ENSURE FLASHCARDS ARE INTACT	

Annex: Term 2

TERM 2							
WATER SUPPLY, HWTS AND FOOD HYGIENE							
CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	Theme: Water Supply & HWTS						
KINDERGATERN	PREPARATORY WEEK	RE-INFORCEMENT WEEKS					
	Teach simple songs that relate clean water, clean cups, clean storage	Introduce and discuss how drinking water can be kept clean: FOCUS ON WHERE WATER IS STORED	Continue discussions on how drinking water can be kept safe: FOCUS ON WHERE WATER IS STORED	Continue discussions on how drinking water can be kept safe: FOCUS ON WHERE WATER IS STORED	Continue discussions on how drinking water can be kept safe: FOCUS ON DRINKING CUPS	Continue discussions on how drinking water can be kept safe: FOCUS ON DRINKING CUPS	Repeat discussions on WATER STORAGE
	Prepare and put together all your FLASHCARDS you will need for the Term	Show FLASHCARD 51 to children and discuss for 10 minutes	Show FLASHCARD 56 to children and discuss for 10 minutes	Repeat FLASHCARD 56 to children and discuss for 10 minutes	Show FLASHCARD 57 to children and discuss for 10 minutes	Repeat FLASHCARD 57 to children and discuss for 10 minutes	Repeat FLASHCARD 56 to children and discuss for 10 minutes

WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14
					WS, HWTS, FH	
	RE-INFORCEMENT WEEKS				SUMMARY TERM	
Repeat discussions on DRINKING CUPS	Introduce discussions on food safety; FOCUS ON UNCOOKED AND COOKED FOODS	Continue discussions on food safety; FOCUS ON UNCOOKED AND COOKED FOODS	Continue discussions on food safety; FOCUS ON FOOD COVERING	Continue discussions on food safety; FOCUS ON FOOD COVERING	HAVE CHILDREN MENTION WHAT THEY HAVE LEARNT FOR THE TERM REGARDING WATER AND FOOD HYGIENE	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
Repeat FLASHCARD 57 to children and discuss for 10 minutes	Show FLASHCARD 20 to children and discuss for 10 minutes	Repeat FLASHCARD 20 to children and discuss for 10 minutes	Demonstrate safekeeping of individual plates and cups	Demonstrate safekeeping of individual plates and cups	HAVE CHILDREN RE-IDENTIFY ALL FLASHCARDS AND SUMMARISE WHAT THEY MEAN	CONTINUE WITH SUMMARY ACTIVITIES

TERM 2**HANDWASHING WITH SOAP AND BASIC SANITATION**

CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	Theme: Water Supply & HWTS						
PRIMARY	PREPARATORY WEEK	PRACTISE AND RE-INFORCEMENT WEEKS					
	Work with the other teachers to prepare the Primary Noticeboard. Ensure that your notice board is as colourful and Interesting	CLASS-ROOM: Conduct the Activity “Glass of Water” - see Activity Sheet on page 43 of Guidebook	CLASSROOM: Conduct the Activity “Water Sources” - see Activity Sheet on page 44 of Guidebook		CLASSROOM: Conduct the Activity “Water Race” - see Activity Sheet on page 45 of Guidebook	CLASSROOM: Conduct the Activity “Treating Water” - see Activity Sheet on page 46 of Guidebook	CLASSROOM: Conduct the Activity “Drinking Water Storage and Use” - see Activity Sheet on page 47 of Guidebook
	Work with the class to compose simple songs and poems that relate to safe water	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to enable pupils make the link between Open Defaecation and disgust and learn why ALL DRINKING WATER must be treated</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to make sure children can identify where they can collect drinking water</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to enable pupils appreciate how to collect and carry water safely</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to enable pupils appreciate how to collect and carry water safely</i>	WORSHIP TIME: Recap key lessons learnt during class activity - how pupils understand simple water treatment methods	WORSHIP TIME: Recap key lessons learnt during class activity - how pupils agree where drinking water would be kept and rules about use
	Prepare and put together all your FLASHCARDS and all other materials you will need on Water Supply and HWTS		CLASS: Pupils continue to practise songs learnt and poems composed	WORSHIP TIME: Pupils sing songs on <i>safe water</i> as closing songs	WORSHIP TIME: Pupils sing songs on <i>safe water</i> as closing songs	WORSHIP TIME: Pupils recite poems on <i>safe water</i> during period	WORSHIP TIME: Pupils sing songs on <i>safe water</i> during period
	Make copies of all selected FLASHCARDS	ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY UPDATE PARENTS AND SEEK THEIR SUPPORT AT PTA AND SMC MEETINGS REGARDING SPECIFIC ACTIONS FOR THE SCHOOL HEALTH FOR THE TERM					
		PUT FLASHCARDS 16, 17, 18, 19, 44 ON NOTICE-BOARD	PUT FLASHCARDS 24, 28, 45, 47, 48, 49, 71, 104, and 108 ON NOTICEBOARD		PUT FLASHCARDS 46, 50, 51 ON NOTICE-BOARD	PUT FLASHCARDS 28, 52, 53 ON NOTICE-BOARD	

WEEK 8						
WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14
	Theme: Food Hygiene				WS, HWTS, FH	
	PREPARATORY WEEK	RE-INFORCEMENT WEEKS			SUMMARY TERM	
	<p>WORSHIP TIME: Introduce Food Hygiene as the theme for the month. Mention the various areas the children should begin to think about: <i>the kinds of foods they eat, hygiene of eating place, and how what they eat affect their health</i></p>	<p>Work with SHEP Coordinator to visit Food Vendors: Remind them of the following: Updates of CERTIFICATES, CLEANLINESS OF EATING PLACE, USE OF CLEAN WATER</p> <p>Work with SHEP Coordinator to Plan Inter-class Food Hygiene Competition: Participants, Questions, Prices</p>	<p>WORSHIP TIME: Class representatives engage in Inter-class Food Hygiene Competition</p>	<p>CLASSROOM: Remind pupils on the kinds of foods they should not eat; moving out of school compounds for foods etc</p> <p>INSPECTION AT FOOD VENDORS PLACE: Inspect and engage food vendors on right practices. Work with SHEP Coordinator</p>	<p>CLASS: Recap the key lessons of how food can bad food can affect their health</p>	<p>SUMMARISE LEARNING ACTIVITIES FOR THE TERM</p>
<p>WORSHIP TIME: Pupils recite poems on <i>safe water</i> during period</p>		<p>CLASSROOM: Prepare Pupils on Inter-class Food-hygiene Competition: Select Class Reps; Prepare</p>				<p>WORSHIP TIME: CONTINUE WITH SUMMARY ACTIVITIES</p>
<p>ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY UPDATE PARENTS AND SEEK THEIR SUPPORT AT PTA AND SMC MEETINGS REGARDING SPECIFIC ACTIONS FOR THE SCHOOL HEALTH FOR THE TERM</p>						
	<p>REPEAT FLASHCARDS 16, 17, 18, 19, 44 ON NOTICE BOARD</p>	<p>REPEAT FLASHCARDS 24, 28, 45, 47, 48, 49, 71, 104, and 108 ON NOTICE BOARD</p>	<p>REPEAT FLASHCARDS 46, 50, 51 ON NOTICE BOARD</p>	<p>REPEAT FLASHCARDS 28, 52, 53 ON NOTICE BOARD</p>	<p>CLEAR NOTICE BOARD</p>	

TERM 2**WATER SUPPLY, HWTS AND FOOD HYGIENE**

CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	
	Theme: Water Supply & HWTS							
JUNIOR HIGH SCHOOL (JHS)	PREPARATORY WEEK	PRACTISE AND RE-INFORCEMENT WEEKS						
	Work with the other teachers to prepare the Primary Noticeboard. Ensure that your notice board is as colourful and Interesting	CLASSROOM: Conduct the Activity “Glass of Water” - see Activity Sheet on page 43 of Guidebook	CLASSROOM: Conduct the Activity “Water Sources” - see Activity Sheet on page 44 of Guidebook		CLASSROOM: Conduct the Activity “Water Race” - see Activity Sheet on page 45 of Guidebook	CLASSROOM: Conduct the Activity “Treating Water” - see Activity Sheet on page 46 of Guidebook	CLASSROOM: Conduct the Activity “Drinking Water Storage and Use” - see Activity Sheet on page 47 of Guidebook	
	Work with the class to compose simple songs and poems that relate to safe water	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to enable pupils make the link between Open Defaecation and disgust and learn why ALL DRINKING WATER must be treated</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to make sure children can identify where they can collect drinking water</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to enable pupils appreciate how to collect and carry water safely</i>	WORSHIP TIME: Recap key lessons learnt during class activity - <i>to enable pupils appreciate how to collect and carry water safely</i>	WORSHIP TIME: Recap key lessons learnt during class activity - how pupils understand simple water treatment methods	WORSHIP TIME: Recap key lessons learnt during class activity - how pupils agree where drinking water would be kept and rules about use	
	Prepare and put together all your FLASH-CARDS and all other materials you will need on Water Supply and HWTS		CLASS: Pupils continue to practise story lines and drama		WORSHIP TIME: JHS 1 pupils tell safe water stories/ drama to general school	WORSHIP TIME: JHS 2 pupils tell safe water stories/ drama to general school	WORSHIP TIME: JHS 3 pupils tell safe water stories/ drama to general school	
	Make copies of all selected FLASHCARDS	ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY UPDATE PARENTS AND SEEK THEIR SUPPORT AT PTA AND SMC MEETINGS REGARDING SPECIFIC ACTIONS FOR THE SCHOOL HEALTH FOR THE TERM						
		PUT FLASHCARDS 16, 17 , 18, 19, 44 ON NOTICE BOARD	PUT FLASHCARDS 24, 28, 45, 47, 48, 49, 71, 104, and 108 ON NOTICE BOARD		PUT FLASHCARDS 46, 50, 51 ON NOTICE BOARD	PUT FLASH-CARDS 28, 52, 53 ON NOTI-CEBOARD	PAIR FLASH CARDS 56*51 and 59*57 PUT THEM ON THE NOTICE BOARD	

WEEK 8						
WEEK 9						
WEEK 10						
WEEK 11						
WEEK 12						
WEEK 13						
WEEK 14						
					WS, HWTS, FH	
	PREPARATORY WEEK	RE-INFORCEMENT WEEKS			SUMMARY TERM	
	WORSHIP TIME: Introduce Food Hygiene as the theme for the month. Mention the various areas the children should begin to think about: <i>the kinds of foods they eat, hygiene of eating place, and how what they eat affect their health</i>	Work with SHEP Coordinator to visit Food Vendors: Remind them of the following: Updates of CERTIFICATES, CLEANLINESS OF EATING PLACE, USE OF CLEAN WATER Work with SHEP Coordinator to Plan Inter-class Food Hygiene Competition: Participants, Questions, Prices	WORSHIP TIME: Class representatives engage in Inter-class Food Hygiene Competition	CLASSROOM: Remind pupils on the kinds of foods they should not eat; moving out of school compounds for foods etc INSPECTION AT FOOD VENDORS PLACE: Inspect and engage food vendors on right practices. Work with SHEP Coordinator	CLASS: Recap the key lessons of how food can bad food can affect their health	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
WORSHIP TIME: JHS 2 pupils tell safe water stories/drama to general school						WORSHIP TIME: CONTINUE WITH SUMMARY ACTIVITIES
ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY UPDATE PARENTS AND SEEK THEIR SUPPORT AT PTA AND SMC MEETINGS REGARDING SPECIFIC ACTIONS FOR THE SCHOOL HEALTH FOR THE TERM						
	REPEAT FLASHCARDS 16, 17, 18, 19, 44 ON NOTICE BOARD	REPEAT FLASHCARDS 24, 28, 45, 47, 48, 49, 71, 104, and 108 ON NOTICE BOARD	REPEAT FLASHCARDS 46, 50, 51 ON NOTICE BOARD	REPEAT FLASHCARDS 28, 52, 53 ON NOTICE BOARD	CLEAR NOTICE BOARD	

Annex: Term 3

TERM 3

KEEPING YOUR SCHOOL ENVIRONMENT CLEAN AND HEALTHY

CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	PREPARATORY WEEKS					
KINDERGARTEN	CLASS: Prepare your class for the Term’s Activities, Activities shall mainly be Ha.nds-on simple and practical; PREPARE DUSTBINS WITH COVER FOR THE CLASS; HAVE ENOUGH SMALL SIZE BROOMS THAT CHILDREN THEIR AGE CAN HANDLE	CLASS: Teach children the purposes of brooms and Dustbins PTA MEETING: Update parents on the planned activities for children for the Term	CLASS: Teach children the art of sweeping	CLASS: Teach children the art of picking up class wastes	REVIEW ACTIVITY: Review the engagement with school community	CLASS: Introduce and discuss the Activity “The Water Around Us” - see Activity Sheet on page 52 of Guidebook
				Children sweep class	Children pick wastes in front of class	Children sweep class
		Help children identify and name these brooms and dustbin	Help children keep brooms well. Practise the use of Dustbins	Help children keep brooms well. Practise the use of Dustbins	Help children keep brooms well. Practise the use of Dustbins	Help children keep brooms well. Practise the use of Dustbins

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
ACTIVITY AND RE-INFORCEMENT WEEKS				SUMMARY TERM
CLASS: Introduce and discuss the Activity “Spot the Difference” - see Activity Sheet on page 53 of Guidebook	CLASS: Discuss plans for dealing with the issues of School Latrine and Water: From this Class, who does what and how do you involve the community?	AFTER SCHOOL ACTIVITY: Conduct Actions on trouble spots/ high risks of School Water and Latrine	AFTER SCHOOL ACTIVITY: Continue the conduct of actions on trouble spots/ high risks of School Water and Latrine	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
Children pick wastes in front of class	Children sweep class	Children pick wastes in front of class	Children sweep class	
Help children keep brooms well. Practise the use of Dustbins	Help children keep brooms well. Practise the use of Dustbins	Help children keep brooms well. Practise the use of Dustbins	Help children keep brooms well. Practise the use of Dustbins	SMC MEETING

TERM 3						
KEEPING YOUR SCHOOL ENVIRONMENT CLEAN AND HEALTHY						
CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	PREPARATORY WEEKS					
PRIMARY	CLASS: Prepare your class Noticeboard. Ensure that your noticeboard is as colourful and as flashy as possible; Prepare and put together all your FLASHCARDS and all other materials you will need on KEEPING THE SCHOOL ENVIRONMENT CLEAN AND HEALTHY	CLASS: Introduce and discuss the Activity “Community Mapping” - see Activity Sheet on page 55 of Guidebook	CLASS: Discuss plans for dealing with the issues of Open Defaecation: From this Class, who does what and how do you involve the community?	AFTER SCHOOL ACTIVITY: Engage the school community on the open defaecation issue	REVIEW ACTIVITY: Review the engagement with school community	CLASS: Introduce and discuss the Activity “The Water Around Us” - see Activity Sheet on page 52 of Guidebook
		WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - where the school community sees open defecation as disgusting and must be stopped Conduct the Activity. Recap the high risk areas and discuss plans for dealing with the issues	WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - engaging the school community on the open defaecation issue			WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - where water must be looked after at school and why Conduct the Activity. Recap the high risk areas and discuss plans for dealing with the issues
		PTA MEETINGS: Update Terms activities with parents				
		ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY				
	WORSHIP PERIOD: Remind pupils the theme for the TERM and encourage them to take active part in the Term’s activities	PUT FLASHCARDS 32, 75, 76, 77, 78, 79, 80, 81 and 82 ON NOTICE BOARD				PUT FLASHCARDS 24, 46, 49, 56, 57, and 108 ON NOTICE BOARD

WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
ACTIVITY AND RE-INFORCEMENT WEEKS				SUMMARY TERM
CLASS: Introduce and discuss the Activity “Spot the Difference” - see Activity Sheet on page 53 of Guidebook	CLASS: Discuss plans for dealing with the issues of School Latrine and Water: From this Class, who does what and how do you involve the community?	AFTER SCHOOL ACTIVITY: Conduct Actions on trouble spots/ high risks of School Water and Latrine; Refuse Dumps, Urinal, Drainage, ETC	AFTER SCHOOL ACTIVITY: Continue the conduct of actions on trouble spots/ high risks of School Water and Latrine, Refuse Dumps, Urinal, Drainage, ETC	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - where latrine maintenance and other upkeep activities are introduced to pupils Conduct the Activity. Recap the high risk areas and discuss plans for dealing with the issues	WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - taking care of water and school latrine			WORSHIP TIME: CONTINUE WITH SUMMARY ACTIVITIES
SMC MEETINGS:Update Terms activities with parents				
PUT FLASHCARDS 70*71, 86*87, 88*89, 90*91, 94*95, 96*97, 100*101, 102*103, 104*105	PUT FLASHCARDS 24, 46, 49, 56, 57, and 108 ADD THE PAIRS 70*71, 86*87, 88*89, 90*91, 94*95, 96*97, 100*101, 102*103, 104*105 ON NOTICE BOARD			CLEAR NOTICE BOARD

TERM 3						
KEEPING YOUR SCHOOL ENVIRONMENT CLEAN AND HEALTHY						
CLASS	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
	PREPARATORY WEEKS					
JUNIOR HIGH SCHOOL (JHS)	AFTER SCHOOL: Work with the class to develop stories and drama for School Water, School Latrine and Open Defaecation	CLASS: Introduce and discuss the Activity “Community Mapping” - see Activity Sheet on page 55 of Guidebook	CLASS: Discuss plans for dealing with the issues of Open Defaecation: From this Class, who does what and how do you involve the community?	AFTER SCHOOL ACTIVITY: Engage the school community on the open defaecation issue; Classes engage community using stories and drama on the topics REVIEW ACTIVITY: Review the engagement with school community		CLASS: Introduce and discuss the Activity “The Water Around Us” - see Activity Sheet on page 52 of Guidebook
		WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - where the school community sees open defecation as disgusting and must be stopped Conduct the Activity. Recap the high risk areas and discuss plans for dealing with the issues	WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - engaging the school community on the open defaecation issue			WORSHIP TIME AND OUTDOOR ACTIVITY: Recap the class introduction and lay out the process of conducting this activity - where water must be looked after at school and why Conduct the Activity. Recap the high risk areas and discuss plans for dealing with the issues
	AFTER SCHOOL: Classes practise drama lines and stories	PTA MEETINGS: Update Terms activities with parents				
		ENCOURAGE PUPILS TO VISIT NOTICE BOARD FIRST THING WHEN THEY ARRIVE IN SCHOOL AND LAST THING WHEN THEY CLOSE FOR THE DAY				
	WORSHIP PERIOD: Remind pupils the theme for the TERM and encourage them to take active part in the Term’s activities	PUT FLASHCARDS 32, 75, 76, 77, 78, 79, 80, 81 and 82 ON NOTICE BOARD				PUT FLASHCARDS 24, 46, 49, 56, 57, and 108 ON NOTICE BOARD

WEEK 7				
WEEK 8				
WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
				SUMMARY TERM
CLASS: Introduce and discuss the Activity “Spot the Difference” - see Activity Sheet on page 53 of Guidebook	CLASS: Discuss plans for dealing with the issues of School Latrine and Water: From this Class, who does what and how do you involve the community?	AFTER SCHOOL ACTIVITY: Conduct Actions on trouble spots/ high risks of School Water and Latrine; Refuse Dumps, Urinal, Drainage, ETC; Classes engage rest of school using stories and drama on the topics	AFTER SCHOOL ACTIVITY: Continue the conduct of actions on trouble spots/ high risks of School Water and Latrine; Refuse Dumps, Urinal, Drainage, ETC; Classes engage rest of school using stories and drama on the topics	SUMMARISE LEARNING ACTIVITIES FOR THE TERM
				WORSHIP TIME: CONTINUE WITH SUMMARY ACTIVITIES
SMC MEETINGS: Update Terms activities with parents				
PUT FLASHCARDS 70*71, 86*87, 88*89, 90*91, 94*95, 96*97, 100*101, 102*103, 104*105	PUT FLASHCARDS 24, 46, 49, 56, 57, and 108 ADD THE PAIRS 70*71, 86*87, 88*89, 90*91, 94*95, 96*97, 100*101, 102*103, 104*105 ON NOTICE BOARD			

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