

# WASH

THEMATIC CURRICULUM SUPPLEMENT  
FOR AFLATOUN BOOKS 1-8



# WASH Supplement

Thematic curriculum supplement for Aflatoun Books 1-8

# Acknowledgements

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# Introduction

## Welcome!

Welcome to the WASH Supplement! This supplement was created in response to Aflatoun International's network demand for specific material that focuses on Water, Sanitation and Hygiene. This material is based on the vision that children and their communities have important roles in adopting good hygiene practices and managing water efficiently in everyday life or in case of pandemics.

The following activities give basic strategies:

- to cook food safely,
- to cope with scarcity of safe water and lack of hygienic materials (soap, hand sanitisers, menstrual pads, protective masks),
- to learn the basics of intimate hygiene management for boys and girls,
- to discuss menstruation management, and social and gender stereotypes around it,
- to plan a WASH enterprise.

## What is WASH?

WASH is an acronym that stands for "Water, Sanitation and Hygiene", in terms of safe access but also to identify the worldwide movement that commits for improvement in this area through education. Universal, affordable and sustainable access is a key public health issue, aiming to reduce illness, death, poverty and improve socio-economic development. As a consequent, WASH is part of the United Nations' Sustainable Development Goals agenda (SDG#6).

## Who is the guide for?

### FACILITATORS

The WASH supplement can be used in formal and non-formal education settings. Sessions give you a variety of tasks that generally involve hands-on activities and group projects, that you can adapt to your own context. There is no place for lecturing. Sessions involve interactive learning methods and require the participants to engage in an inclusive manner. At the end of each session, participants reflect on the key messages of that day's learnings. Links to Aflatoun original content are also given so that facilitators can easily connect WASH topics to Aflatoun's original programme.

Activities pay close attention to promote inclusion and life skills education, such as cooperation. In that perspective, facilitators lead learning sessions in a patient, open-minded and non-violent way. They welcome learners' questions and answers, they give them age and ability-based activities, they provide the support they need to achieve their goals. Facilitators promote cooperation between learners, relying on differences in ages and abilities (mixing children of different ages can be of great help). Furthermore, facilitators keep in mind being inclusive when involving, supporting and composing working groups, specifically with girl participants.

## **PARTICIPANTS/CHILDREN**

For each session, age-specific advice is clearly mentioned in 3 stages.

**Stage 1:** 6 - 9 years old

**Stage 2:** 9 - 12 years old

**Stage 3:** 12 - 14 years old

**Stage 1, 2, 3:** all ages

## **FAMILIES**

Each session includes activities to be conducted by children with their family, and handouts with key messages on WASH. Facilitators can find useful advice to engage families and communities in the Aflatoun supplement: '*Community Engagement*'.

## **AFLATOUN'S SPECIFIC APPROACH**

Aflatoun is dedicated to empower children and learners through social and financial education as well as entrepreneurship skills. Following this approach in the WASH supplement, learners are given opportunities to become active agents and build-up projects to access water, sanitation and hygiene.

*We hope that this curriculum takes you on a journey  
that you find stimulating **and problem-solving**.*

## SESSION 5.4: Project to Make School a Safe and Welcoming Place

|   |  |
|---|--|
| <p><b>OVERALL OUTCOME</b></p> <p><b>This session brings girls and boys back together.</b> They will learn about the intimate hygiene and concerns of each group, so that they can understand each other and help their male and female relatives at home. In addition, boys will learn about menstruation and understand how to support and respect their classmates. This session is built upon previous modules 5.1, 5.2 and 5.3. In the last part, session 5.4 gives participants the keys to set up proper sanitary facilities at school. This activity concerning both girls' and boys' well-being, can rely on the participation of all: facilitators, pupils and families.</p> | <p><b>SESSION OBJECTIVES</b></p> <p>By the end of the lesson, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Have an understanding of the genital hygiene of the other gender.</li> <li>• Have an understanding of menstruation.</li> <li>• Support and empower girls during their menstruation.</li> <li>• Assess the quality of sanitary facilities and contribute to upgrading them.</li> </ul> |
| <p><b>METHODOLOGY</b></p> <p>Start: Game<br/>Learn: Group Discussion and Activity<br/>Reflect: Group Discussion and Game</p>  | <p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>• Flipchart/board</li> <li>• Slates and chalks</li> <li>• Kits of pads</li> <li>• Obstacles in the schoolyard</li> <li>• Strings to tie ankles together</li> </ul>  |
| <p><b>KEY WORDS</b></p> <p>Awareness, Intimate Hygiene, Physical development, Menstruation, Support, Cooperation</p>  | <p><b>SKILLS</b></p> <p>Participation, Self-awareness, Empathy and consideration, Collaboration, Critical Thinking, Creativity, Problem-solving</p>  |
| <p><b>DURATION</b></p> <p>Approximately 2 hours. Yet you are encouraged to take your time in completing this chapter.</p>   |  |

## START: Ice breaker

|                       |                        |
|-----------------------|------------------------|
| <b>Stage 1, 2, 3:</b> | <b>Mirror exercise</b> |
| <b>Duration:</b>      | 15 minutes             |
| <b>Materials</b>      | none                   |

1. Ask everyone to pair up. You can suggest boys pairing up with girls (If there is an odd number, someone can go twice or pair up with that person yourself.)
2. Have the pairs stand in two lines, facing each-other. Each pair needs to decide who is the leader and who is the "mirror".
3. Start off by allowing the leader only to move from the waist up (i.e. their arms, head, shoulders). The "mirror" needs to duplicate the leader's movements exactly –just as a mirror would. Some participants may have trouble with the right-left shift. If the leader raises their right hand, the "mirror" should raise their left, just as the figure in a real mirror would.
4. Explain to the participants that the goal is to mirror the partner perfectly. The leader must move carefully so that the 'mirror' won't fall behind. If they are doing a good job, we cannot tell who the leader is and who the "mirror" is.
5. Challenge the players to focus on the process. Initially, there will be giggles. Encourage the leader not to try to 'trick' their partner; on the contrary, the leader works very hard not to trick the mirror. It is the leader's responsibility to perform movements that the "mirror" can follow precisely.
6. Once all players are concentrating on mirroring, have them switch leaders a few times by calling out "change". At first, every time they switch leaders they will start over, but they should reach the point where they can switch leaders in mid-stream, without interrupting the smooth flow of movement.

## LEARN: Let's make our school a safe and friendly place

|                      |                          |
|----------------------|--------------------------|
| <b>Stage 1, 2, 3</b> |                          |
| <b>Duration:</b>     | approximately 90 minutes |

### Learn Step 1: Group discussion

|                 |            |
|-----------------|------------|
| <b>Duration</b> | 10 minutes |
|-----------------|------------|

The group of participants sits in a circle in the schoolyard.

1. Ask them questions: do you know each other? Do girls understand boys' intimate concerns? Do boys understand girls' intimate concerns?
2. Reveal that today they will open to each other:
  - that boys will share with girls what they have learnt about male intimate hygiene so that girls can understand and help male relatives at home,
  - that girls will share with boys what they have learnt about female intimate hygiene and menstruation so that boys can understand and help female relatives at home and at school.
3. Ask participants what they think about the topic of the day. How do they feel? Welcome their words and tell them that the objective is to get familiar with those



subjects and to feel at ease, so that they can ultimately be helpful to each other.

### Learn Step 2: sharing knowledge and concerns about intimate hygiene

|                  |                 |
|------------------|-----------------|
| <b>Duration</b>  | 30 minutes      |
| <b>Materials</b> | Flipchart/board |

1. Have girls form 5 groups, ensuring mixed abilities across the groups.
2. Have boys form 5 groups, ensuring mixed abilities across the groups.
3. Join one group of girls with one group of boys.
4. Tell them that they will take turns to introduce the other group to their gender's good practices for intimate hygiene, answering the following questions written on the board:
  - Give at least 5 key rules for safe genital hygiene routines.
  - Give at least 3 mistakes that should not be done.
  - Explain what happens if you do not clean your genital zone properly.
  - Present at least 2 common beliefs or prejudices that you have understood to be misleading.
5. Each member of the group should speak at least once. So, they must appoint a speech tracker. They also need a timekeeper.
6. Give the allocated time: 5 minutes for each group.
7. Let the discussions start and float from group to group to give help if needed
8. At the end, bring participants together and question them on what they have learnt. You need to be sure that it is accurate.
9. **Highlight the common points** about boys and girls: both genital zones are fragile, they both need to be clean and careful, to wash only once a day with natural soap.
10. Ask pupils if they have additional questions to ask to boys or girls on the same topic.

### Learn Step 3: sharing knowledge and concerns about menstruation

|                  |  |
|------------------|--|
| <b>Duration</b>  | 40 minutes   |
| <b>Materials</b> | Flipchart/board, kits with reusable and disposable pads, slates and chalks |

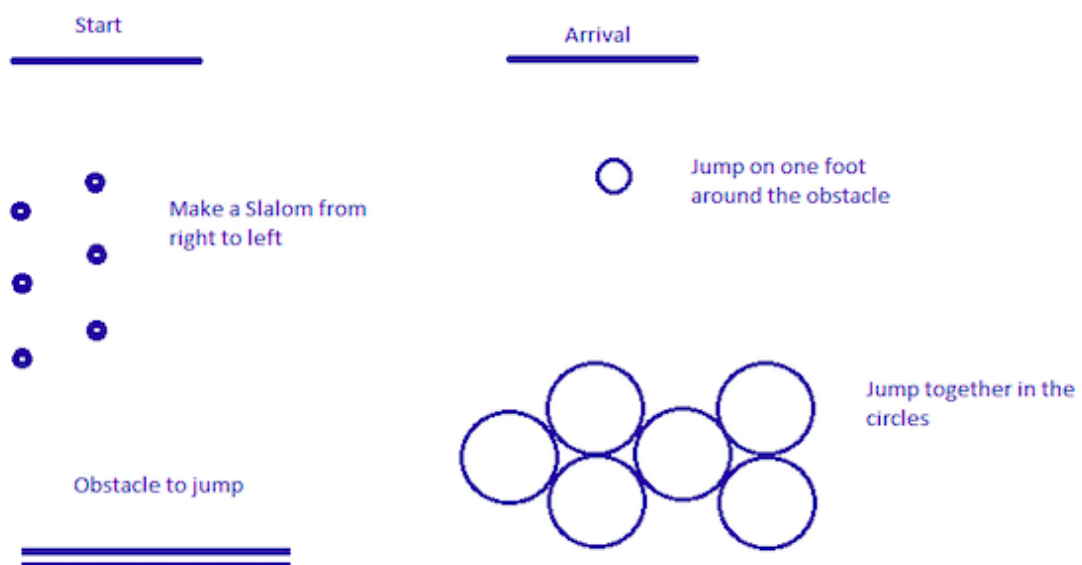
1. Form the same groups as in step 2.
2. Ask girls to give boys information about menstruation this time, answering the following questions written on board:
  - What is menstruation? Why is it a natural phenomenon common to all girls and women? (they can use slates to draw a scheme).
  - How often does it happen?
  - What effects can menstruation have on your mood and body? Does it hurt?
  - Give at least 6 pieces of advice to manage menstruation in a safe way (they can show kits with reusable and disposable pads).
  - Present at least 2 common beliefs or prejudices about menstruation that you have understood to be misleading.
3. Give the allocated time: 10 to 15 minutes

4. Let the discussions start and you can float from group to group to help if needed.
5. At the end, bring participants together and ask the boys what they have learnt. You need to be sure it is accurate.
6. Make sure to remark important points such as:
  - No one should tease girls during menstruation. It is natural: your friends, mothers and sisters are all going through it.
  - Do not exclude girls from activities because they are menstruating.
7. Ask boys if they have additional questions to ask to girls about menstruation.

### REFLECT: Let's experience gender solidarity through a game!

|                      |   |
|----------------------|---|
| <b>Stage 1, 2, 3</b> |   |
| <b>Duration:</b>     | 15 minutes  |
| <b>Materials</b>     | Obstacles in the schoolyard, strings to tie two ankles together |

1. Ask participants if they liked the session and how they feel about it. Relieved, worried, happy? How did they feel at the beginning of the session? And at the end? Have their emotions and feelings changed from beginning to end? What did they realise?
2. Introduce a game to experience solidarity feelings
3. Before starting you should have prepared some obstacles in the school yard, like this for instance (feel free to adapt it):



4. Pair children, a girl and a boy.
5. Tell them that they have to help each other and to collaborate to reach the arrival line. We do not care about who is first, we consider collaboration: all couples who can overcome obstacles together win.
6. Give some strings to the couples and ask them to tie their ankles together.

7. Show them the obstacle course.
8. When all the couples have reached the final line, bring them together and ask them questions: how did you feel during the obstacle course? Did you help each other? How? How did you feel when you gave help? And when your partner helped you?

## ACTIVITIES WITH FAMILIES

### Stage 1, 2 & 3: ALL TOGETHER FOR PROPER SANITATION AT SCHOOL

A project about “Making school a safe and welcoming place” is also about sanitary facilities. Schools without private toilets or without access to water and soap to wash hands, can cause girls to miss class when they are on their period.<sup>31</sup> But it also concerns boys and girls as a whole in any country, filthy and non-private toilets discourage children. It causes health problems like infections and interferes with the learning process.

You can set up a 3-point action plan to make school a safer and welcoming place for everyone with proper sanitations:

1. Carry out a diagnostic in your school to know if this action is relevant for them. If yes, keep on points 2 and 3.
2. Involve parents and adolescents (stage 3) in the repairing work.
3. Involve children of all stages to keep toilets clean and welcoming on a daily basis.

#### 1. Carry out a diagnostic in your school

Use the following list for a diagnostic:

##### In friendly toilets:<sup>32</sup>

- The toilet and washing area are private, there is a fence or a wall. If there is no private area, you can build a grass fence or a wall to create a private area. Ideally there should be a door that can be easily locked and unlocked from the inside.
- Girls are able to change menstrual material in private.
- There is a washing stand with a basin. It needs to be cleaned with water each day. And have some natural/mild soap available.
- The toilet is clean with a cleaning schedule and toilet brooms. Toilets are cleaned with water every day, one or two times a day.

##### In unfriendly toilets:

- The toilet and washing area are NOT private: there are no doors or doors are not lockable, there is no private washing area.
- Girls are not able to change menstrual material in private.
- There is no washing stand with a basin.

<sup>31</sup> <https://www.unicef.org/stories/7-fast-facts-about-toilets>

<sup>32</sup> <http://www.wins4girls.org/resources/2016%20Zambia%20MHM%20Toolkit.pdf>



- All together set-up a cleaning schedule. Toilets have to be cleaned once or twice a day, the stand should be filled with water and have soap always available.
- Add a collection bin with a lid for girls to dispose of their used menstrual pads.

### **Session's Key Messages:**

#### **Safe and welcoming Environment at school: a few ideas**

- Boys and girls should support to each other
- Boys and girls should not tease girls about menstruation or make fun of them, they should give them specific support if needed
- A clear list of behavioural rules can be beneficial
- Schools and communities should have access to clean water and soap
- Girls and boys should have clean bathrooms where they can have privacy
- Toilets should always be clean
- Girls should have the possibility to dispose of their menstrual pads in a collection bin. Throwing pads in the fields is pollution.