



FACILITATION GUIDE

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INTRODUCTION

Hygiene with Chhota Bheem is a play-based curriculum designed to encourage hand washing with soap and toilet use among children ages 7 - 11 in India.

Children immerse themselves in the world of Chhota Bheem where they fight an evil Germ Wizard that is trying to spread germs and filth throughout their fictional village, Dholakpur. With the help of the Clean Wizard, the characters (and the participating children) learn “spells” related to the learning goals that involve songs and dances to defeat the Germ Wizard. Children play hygiene games and activities that are based on the stories, and also play a digital game that is tied to the stories. By completing these activities (e.g., daily handwashing with soap before eating, teaching others the spells) and earning stars for their learning and effort, children develop awareness and best practices in hygiene and health, and join the ‘Bheem Team’ to help defeat the Germ Wizard in their community!

Who can use this manual

This manual is a practical guide for NGOs, educators, health workers and anyone who intends to promote health and hygiene awareness among children of 7 to 11 years of age and, through them, the larger community.

The aim of the manual is not to prescribe, but to inspire, stimulate change, and provide ideas and guidance to all those who want to cultivate good sanitation and hygiene practices among children, and encourage these young change-makers to advocate good hygiene practices among their peers, parents, and their communities at large.

Objectives

This manual has been designed with the following objectives:

1. Increase knowledge and retention of the importance of hand washing with water and soap (HWWS) and toilet use among participating children.
2. Increase adoption of good HWWS and toilet use practices.
3. Encourage the frequency and propensity for participating children to advocate for HWWS and toilet use with their peers, family, and larger community.
4. Decrease diarrhoeal and respiratory illness among participating children and increase their access to handwashing and toilet facilities.

How to use this manual

This manual provides important information that should be read prior to facilitating games and activities with learners. It addresses the rationale and reasoning for using participatory techniques and tools during facilitation.

The manual also provides a discussion of the importance for ongoing monitoring to understand the effectiveness and impact of the teaching in improving sanitation and hygiene practices in the communities with which the facilitator works.

Modules 1 and 2 provide a step-by-step explanation of the games, activities, and tools for hand washing, sanitation, and hygiene topics. Physical materials designed to be used in this manual are provided as separate documents (see below).

The games and activities in this toolkit have been play tested with teachers and students from schools across Tamil Nadu, India. Each activity is approximately 30 minutes long.

If facilitators do not have the suggested amount of time available to them, they can design their own workshops by assembling the activities to meet time constraints. The activities are organized into two modules, one on hand washing and the other on toilet use. Each module is designed to ensure learners progress from discovery to action to advocacy. If facilitators arrange the activities themselves, they should pay attention to the learning progression from discovery to advocacy.

How to use the Hygiene with Chhota Bheem story videos/book:

Hygiene with Chhota Bheem is a story in four books.

- Book 1 introduces the viewer to the steps of hand washing with soap and how to use a toilet/latrine. If facilitators are facilitating only one of the modules, they may choose to focus on the spell and topics from the story that are relevant to their learning objectives.
- Book 2 teaches viewers that by washing our hands with soap at the right times, we can avoid spreading germs to one another and causing illness.
- Book 3 takes the message forward and shows viewers the dangers of open defecation and how disease carrying germs are spread by flies and rain then we don't use toilets.
- Book 4 culminates in Bheem and his friends learning how to advocate the use of toilets and hand washing with soap to their community by finding solutions to the excuses given by their family and friends.

Facilitators will note that each storybook is a continuation of the previous one. **If you choose to facilitate only one of the modules (perhaps due to limited time, or because the community you are working with needs the learning of one module more than the other) you could use books 1 and 2 for the Handwashing Module and books 1, 3, and 4 for Toilet Use.** You could also show/read the entire story together and use the activities and games you feel would be most relevant to your learners.



Stories from the Field

Meet Femi!



J.A. Femi works as an e-learning teacher in St. John Vianney's Primary School in the Kanyakumari district of Tamil Nadu, India. She is also the technical supporter for e-learning at Visions Global Empowerment India, an NGO based in Trichy. Femi was one of the participants in the "Hygiene with Chhota Bheem" workshop for Visions Global Empowerment India. A passionate and resourceful educator, Femi loves to learn and teach in her own way. She knew that open defecation was not a challenge in her district, and planned to implement only the 'Hand washing with soap' module of the curriculum. A few weeks after the workshop, she facilitated the games and activities with her students, and noticed positive changes in their behaviour almost immediately.

To motivate her students to successfully develop habits of washing hands with soap, she devised her own method of keeping track of and rewarding students for good hygiene practices. By making student leaders accountable for the class's learning and by awarding stars and rose stickers on a weekly basis, Femi encouraged the children to monitor their own learning and build good habits over time.

"When I asked parents, they were very happy to say that "My child washes her hands after using the toilet and before eating, she herself makes the soapy bottle at home..."

"What I have learnt from this is that, we as teachers can definitely bring a change in children. You can also follow the same method or can come up with any other innovative methods to motivate them. We will act now for healthy future of our children. Let's live a healthy life."

We're inspired by Femi's motivation and we have followed her lead to integrate parts of her approach into our curriculum.

Contents of Toolkit

Item	Details
Indoor and Outdoor Games	The curriculum for children is divided into two topics (HWWS and Toilet use), each with a set of games and activities that take learners through the stages of discovery, action, and advocacy.
Accompanying Posters	This toolkit comes with pdf files of a set of printable posters that accompany the modules.
Hygiene with Chhota Bheem story videos and book	Children immerse themselves into the world of Chhota Bheem and his friends where they learn the values of health and hygiene practices and defeat the Germ Wizard. These stories are available in the form of videos and story books.
Hygiene with Chhota Bheem Mobile game	The interactive mobile game, available on Google Play Store and iOS, reiterates the values and learnings of the curriculum.

BACKGROUND

Introductory note on Project

As of 2015, 20% of all global deaths from diarrhea or pneumonia in children under five happen in India.¹ In Tamil Nadu, India, about 47% of people practice open defecation, with rates as high as 80% in some districts of the state.² Systematic reviews also estimate that only 15% of people in India regularly practice handwashing with soap.³ Access to improved sanitation facilities (i.e. toilet use) and handwashing with soap are both interventions that are proven to greatly reduce diarrhea and pneumonia. While the Ministry of Drinking Water and Sanitation reports that 86.9 million household toilets were built from October 2014 - December 2018, and reports 98.7% coverage nationwide⁴, increasing the number of household toilets has not yet resulted in full uptake or accounted for whether the types of toilets and the locations they were built are sustainable over time.

To address this, the Engagement Lab developed *Hygiene with Chhota Bheem*, a play-based curriculum that encourages handwashing with soap and toilet use among children ages 7-11 living in Tamil Nadu, India. The curriculum was developed in partnership with Green Gold Animation, the Indian Red Cross Society, the Mary Anne Charity Trust, and a Working Group of NGOs and civil society groups dedicated to improving sanitation and hygiene in Tamil Nadu. It was playtested over several months with primary school children in Tamil Nadu.

The pilot study with 30 government primary schools in Thiruvallur district of Tamil Nadu, India, indicated that children who participated in the curriculum had a significantly higher improvement in knowledge of how and when to wash hands with soap and use toilets than children in the control group. Additionally, the study showed a positive change in attitudes toward handwashing and toilet use, and an increase in the proportion of children who reported advocating for handwashing and toilet use with their peers and family members. There was also a positive change in observed handwashing with soap at school before eating and after toilet use, and an increase in self-reported toilet use.

The Engagement Lab was awarded the International Society for Neglected Tropical Diseases Gaming Award 2018 for this project.

Importance of working with children and youth

A survey among school children in India revealed that about half of the medical ailments found are related to unsanitary conditions and lack of personal hygiene. Such survey results show the need for a focus on children. It is also generally recognized that childhood is the best time for people to learn hygiene behaviours. Children are citizens and future decision-makers and what they learn in their primary years is likely to be applied in the rest of their lives. They have important roles in the household, taking care of younger siblings, and depending on the culture, they may also question existing practices in the household. If children are brought into the development process as active participants, they can become change agents within their families and a stimulus for community development. They are eager to learn and help, and if they consider environmental care and their role in this as important, they will take care of their own health and the health of others. Being tomorrow's decision makers and parents, children are also likely to ensure the sustainability of a programme's impact.

Increasing children's knowledge about health and disease prevention should therefore only be part of the story. When knowledge is supported by enabling and reinforcing factors, desirable changes may occur in the school setting and in the community. This stresses the importance of combining hygiene education with increasing access to water and environmental sanitation facilities and involving the community and health institutions in sanitation and hygiene programmes.

Stories from the Field

Meet Santhoshini!

Santhoshini is a IVth standard student studying at a primary school in Karayanchavadi, Tiruvallur District, India. She lives with her parents. Her father, Manikandan, is a daily wage labourer and her mother, Macrina, is a housewife. Many of her classmates live nearby.

In the area Santhoshini lives, open defecation is very common. Before encountering the Hygiene with Chhota Bheem curriculum, going to the fields to defecate was a normal part of the daily routine for Santhoshini, her family, and some members of her community.

In March 2018, Santhoshini's school became part of the four-week pilot study for Hygiene with Chhota Bheem. Since the curriculum was about the importance of toilet use and handwashing with soap, the teacher started class by asking the students if they had a toilet at home.

The teacher remembers that Santhoshini was hesitant to raise her hand and reveal to everyone that she defecates in the open. She didn't realize this could affect their health, and how germs spread and cause diseases – she was just obeying her parents.

That day, after she went home, Santhoshini requested that her mother construct a toilet for her.

The next day, her mother visited the school and met the teacher. The teacher stressed the importance of toilet use, and also cautioned her about the dangers of open defecation.

This conversation made her parents rethink the importance of having a toilet at home. The teacher told Santhoshini to be persistent and follow up with her parents. Gradually, as they saved money, they began construction. In early June of 2018, Santhoshini's toilet was finished.

Before it was complete, Santhoshini would miss days of school due to stomach aches and other health related issues. Since June, she hasn't missed a single day of school. Her attendance record is perfect!

Santhoshini takes pride in her accomplishment, and her knowledge about the importance of hygiene and sanitation has changed the lives of her family. We're so proud of her, and can't wait to see what else she accomplishes when she puts her mind to it.

IMMERSIVE PEDAGOGICAL APPROACHES

Introduction

Participatory activities provide an opportunity for learners to use their knowledge and skills to analyse issues both individually and as a group. This approach allows young learners to use their own experiences and benefit from the experiences of peers. Participatory activities enable participants to identify their own barriers to learning about health and hygiene practices too.

This curriculum focuses on a play-based, immersive pedagogy that encourages learning through games, experiential activities, and storytelling.

Play-based learning

Play is a powerful way to create change. Play shifts behaviours and ways of thinking, it focuses attention, and enables creativity and collaboration. Play is one of our primary means to learn from experience. From a young age we play with the world around us and learn through the intrinsic motivation of having fun.

Hygiene with Chhota Bheem is a purposeful play experience that facilitates deeper learning that a child will remember and internalise. Through the engaging and culturally meaningful games and activities in this curriculum, children take an active role in learning about health and hygiene. More importantly, by collaborating with their peers and advocating to the wider community, participating children become more community-minded, and therefore more critical and active citizens.

we participate in stories with both mind and body as we immerse ourselves in the narrative world and react to it. Storytelling is a human art form that teaches about the human experience.

Transmedia storytelling is the process by which a single story is told through multiple platforms. This technique makes the story accessible to different kinds of people and ensures that every kind of listener and learner engages with the story from their unique perspectives.

Our story, Hygiene with Chhota Bheem, was designed as a transmedia experience. Children engage with and immerse themselves in the story (and the values of health and hygiene it fosters) through interactive videos, a story book, a series of games and activities, and even a digital game that can be played on a smartphone or tablet.

Making the resources available in multiple languages is another way in which the experience makes itself relevant for children from varied cultures.

Transmedia Storytelling

Stories engage our thoughts, emotions, and imagination all at once. As listeners

OUR LEARNING FRAMEWORK



Introduction

The stories, games, and activities in this curriculum are centred around play. Participants learn and do while enjoying themselves, and apply and spread their understanding of the topics by advocating to the larger community.

Through the curriculum, you will notice the following symbols in each activity, representing Discover, Act, and Advocate. The modules are designed to move learners from Discover to Advocate. If rearranging the activities in the modules, be mindful of incorporating all of the symbols to ensure that the best learning outcomes.



Discover

The games and activities in this curriculum are rooted in constructivist learning theory, where enquiry motivates learners to use their past experiences and current knowledge to discover and construct their understanding of new concepts.

By providing opportunities for learners to discover and understand complex concepts (like when we should wash our hands with soap, or why using a toilet is better than defecating in the open) on their own through structured play and dialogue with peers, it is more likely that children will be able to apply this knowledge in their lives.



Act

Active learning allows children to recall, understand, and apply new knowledge. With a focus on 'doing' and not passively listening, the activities in this curriculum (like conducting experiments, creating advocacy songs and spells, finding solutions to problems) encourage learners to demonstrate their understanding of the problem and proactively find solutions to them.



Advocate

Hygiene with Chhota Bheem helps children develop the knowledge, attitudes, and skills they need to take greater responsibility of their health and that of their community. By showing them how Bheem and his friends advocate to their community, and helping them emulate these actions, participants gain the skills to demonstrate and defend their learnings and ideas by problem-solving with their family and friends.

HYGIENE WITH CHHOTA BHEEM: THE GAME

Introduction

The Hygiene with Chhota Bheem digital game complements the curriculum. Available on Google Play Store and the Apple app store, the game can be played on Android and Apple smartphones and tablets.

Game Description

A Germ Wizard has hypnotised people in Dholakpur to poop outside and not wash their hands with water and soap! He is spreading filth and disease throughout Dholakpur. Help Bheem defeat the Germ Wizard by using hand washing and toilet spells to save people he's hypnotised.

Avoid obstacles as you navigate through the field to bring soap to hypnotized people. Battle the Germ Wizard and his poop monster to win each level. Defeat all levels to cast the Germ Wizard away from Dholakpur!

Download details

Download from the Google Play Store at https://play.google.com/store/apps/details?id=edu.engagementlab.chhotabheem&hl=en_US

Download from the Apple App Store at <https://itunes.apple.com/us/app/hygiene-with-chhota-bheem/id1423871069?mt=8>

Facilitation Notes

The game is divided into three chapters, with two levels of difficulty each. The aim of Chapter 1 reiterates steps to wash hands with soap, Chapter 2 focuses on when to wash hands with soap, and Chapter 3 reinforces steps of Latrine or Toilet use.

When facilitating with large groups of players, or working with limited number of devices, facilitators can adapt the following steps to ensure all participants get a chance to play (and learn from) the game:

- Break players into groups.
- Give each group a device.
- Let them pass and play.
- Show them where the devices are located for the duration of the workshop.
- Tell them when they are allowed to play.

WARM UP GAMES

A warm up is a short activity at the beginning of a learning session, or in-between activities, that helps participants relax, sets a positive mood for learning, recalls prior knowledge, gets everyone to acknowledge and work together, and/or prepares learners for the upcoming learning activity.

Every game and activity in the Hygiene with Chhota Bheem curriculum is designed to help learners recall, learn, understand, and apply new knowledge all while playing and having fun. However, if facilitators have to break the modules up to fit the activities around constrained schedules, or if facilitators find learners' attention wavering, the following are examples of warm up activities that can be used/adapted:

Big Mouth

All participants get in a circle. Get three volunteers in the centre of the circle. The facilitator then asks a question. Each volunteer takes a deep breath, and answers the question simultaneously seeing which one can keep going the longest without taking a new breath. Use semi-serious questions like "What is the best way to make laddoos?" People can come up with important sounding answers, in an atmosphere in which content is not important and fun is the objective.

"Bheem Says"

This fun energiser gets children ready to listen closely to the learning activity coming up. The facilitator says that they are Bheem, and all participants must do exactly as Bheem says. Facilitators can start off by saying "Bheem says: pat your head", while doing the action themselves. When everyone is following the step, change to another action by saying "Bheem says:....". After 4 or 5 actions, say "Bheem says: rub your hands together" but this

time facilitator should start rubbing their chin. Many participants will start rubbing their chin too as they are imitating the facilitator's action and not what they are saying as they were meant to.

Facilitators can wrap up by asking participants to listen carefully in the following lesson.

Animal Roundup

Tell group members to silently think of their favourite animal. Then tell everyone that without talking, they need to arrange themselves from largest to smallest animals. Group members can only make gestures and the noise of their animal. After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.

Huckle-Buckle

Divided into partners, participants sit back to back with their arms linked together. On the facilitator's command "go!" the partners try to stand up without separating. This energiser requires teamwork and communication, encouraging the participants to step outside of their comfort zones and find solutions together.

Warm-up activities and energisers can be found across the internet. Here are a few links facilitators can refer to:

- <https://social.shorthand.com/RightToPlayIntl/jC2pXw31U6/4-ways-energizers-get-children-learning>
- <https://www.deepfun.com/wp-content/uploads/2010/06/S0-Games-and-Icebreakers.pdf>



MODULE 1

Handwashing with Soap

MODULE 1: HANDWASHING WITH SOAP



Introduction

Hands spread an estimated 80% of common infectious diseases like the common cold and flu. But these disease-causing germs slide off easily with good hand washing technique. Hand washing is easy to learn, cheap and incredibly effective at stopping the spread of disease causing germs. While people around the world clean their hands with water, very few use soap to wash their hands, which removes germs much more effectively.⁵ Education programmes to promote awareness of handwashing and increasing access to soap helps in child development in at-risk areas⁶ and increases children's ability to participate in school and community.^{7,8,9}

In the following sections, you will find the activities to facilitate with children to help them discover the importance of hand washing with soap, learn what actions they can take to maintain hand hygiene, and advocate for better hygiene to their peers, family, and community.

Recommended Facilitation Schedule

Facilitators can conduct the module in any way they like based on their schedules and needs of their participants. Following are some suggestions on how to break up and facilitate this module:

For a one-day Workshop (6 hours)	<p>Divide the day into two. Facilitate Sections 1 and 2 in first half, and Section 3 and 4 in second half, with breaks in between.</p> <p>Facilitators can keep one hour in the day to introduce participants to the Hygiene with Chhota Bheem digital game and give everyone some time to play.</p> <p>This schedule allows for little to no follow-up on learning.</p>
Workshop over two to four days (1-3 hours each day)	<p>Facilitate Sections 1 and 2 on the first day, and Sections 3 and 4 on the second day. Alternately, if more days are available, facilitators can break Sections up further to give participants more time to understand and reflect on the content, and share their learning with their families and communities on a daily basis.</p>
Two-week Workshop (1 hour per day)	<p>Ideal for workshops with a single organisation or school with limited time to give from their daily schedules.</p> <p>Facilitate one to two activities per day, giving participants more time to reflect on learning, advocate for better hygiene to their community, and play the digital game.</p>

Introducing the Module



Activity 1.1 Book 1 of Hygiene with Chhota Bheem

This experience will introduce and immerse participants into the world of Hygiene with Chhota Bheem. In the first book of the story, Bheem and his friends are called upon by the Clean Wizard to help defeat the evil Germ Wizard who is spreading disease across the village of Dholakpur.

It is essential for facilitators to start workshops with this introductory story to immerse participants into the fiction and to give them a feel of what to expect during the training programme.

Duration 20 minutes

Participants Best suited for children from 7 to 11 years. This activity can be facilitated with any number of participants

Learning Objectives Participants get introduced to the world of Hygiene with Chhota Bheem
Participants learn steps of HWWS and toilet use

Book 1 (The Rise of the Germ Wizard!) of Hygiene with Chhota Bheem story (as a video and in the accompanying storybook)

Material Required Projector
Speakers

Computer to show the video

What to do

Introduction • 7 minutes

Initiate a discussion with children on what they already know about HWWS and toilet use. By asking simple open-ended questions (that do not have a single, or any right answer) like “why do we wash our hands?” or “what are toilets for?,” facilitators can get participating children to open up and respond to the topic based on their current knowledge.

Before starting the video, ask if children know Chhota Bheem, and if some say they know about the cartoon, ask them to tell everyone about Bheem, his friends, and their fictional village of Dholakpur if they would like.

Story-telling • 6 minutes

Show the video to all participating children using a projector, laptop, and speakers. The video is 5:18 minutes long. Repeat if you feel necessary.

Note: If the resources to show the video are unavailable, read (or ask a volunteer participant to read) ‘The Rise of the Germ Wizard!’ (book 1) from the accompanying story books in the language of participants’ preference. Facilitators can also print multiple copies of the first book so children can read along while the story is read out loud.

Story recap • 7 minutes

Ask participants to raise hands and recall what they just saw/heard (making sure to not let too many children repeat the same points). Ask them if they remember what the spells in the story were and if they can demonstrate the handwashing spell to their neighbour.

2

How do we wash our hands?



Activity 2.1 Learning the hand wash spell

This fun and simple group energiser allows participants to learn the HWWS spell, which are the essential steps they must follow every time they wash their hands.

Duration 25 minutes

Participants Relevant for all age groups. This activity can be facilitated with a group of 20 to 30 participants at a time.

Participants learn the steps to remember while washing hands with water and soap.

Learning Objectives Participants develop skills of nonverbal communication and learn through play.

Material Required None

What to do

Spell recap • 3 minutes

Before starting the game, it is important for all participants to familiarise themselves with the handwashing spell. For this step, facilitators can call upon volunteers from the group to repeat the hand washing steps while narrating the spell at least 5 to 6 times.

Handwashing Spell (English)

Clean water & soap
Front & back
Clean water & soap
Fingers & thumbs
Clean water & soap
In-between & nails
Clean water & soap
Keep us clean, and safe

Note: In the story, the spells are only spoken out and have no particular tune or music. To make the spell more memorable for younger participants, facilitators can ask them what their favourite song is and set the spell to that tune.

Play the game • 20 minutes

- After they learn the steps, start the game by asking the group to sit in a circle. They can also play ringa ringa roses or another known activity to get into a circle. Play sitting down.
- Ask any one participant to volunteer to be the “guesser.” Ask them to leave the room so that they cannot see or hear who the group picks as the leader.
- Choose a “leader.” The leader will start making the hand motions of the handwashing steps (without narrating the spell). Everyone else in the circle needs to follow what the leader is doing without talking.
- Make sure the leader does not go too quickly through the steps, but they can vary the time each action takes to confuse the guesser. The leader can only change steps when everyone (or most of the group) is following the step they are doing.

Note: Other than the first and last steps, the hand washing steps do not need to be in a particular order.

- While the circle has started following the leader, ask the guesser to return to the room and stand inside the circle.
- The guesser has three (3) chances to guess the leader. If they guess the leader, they win. While the guesser is in the middle of the circle, the leader keeps

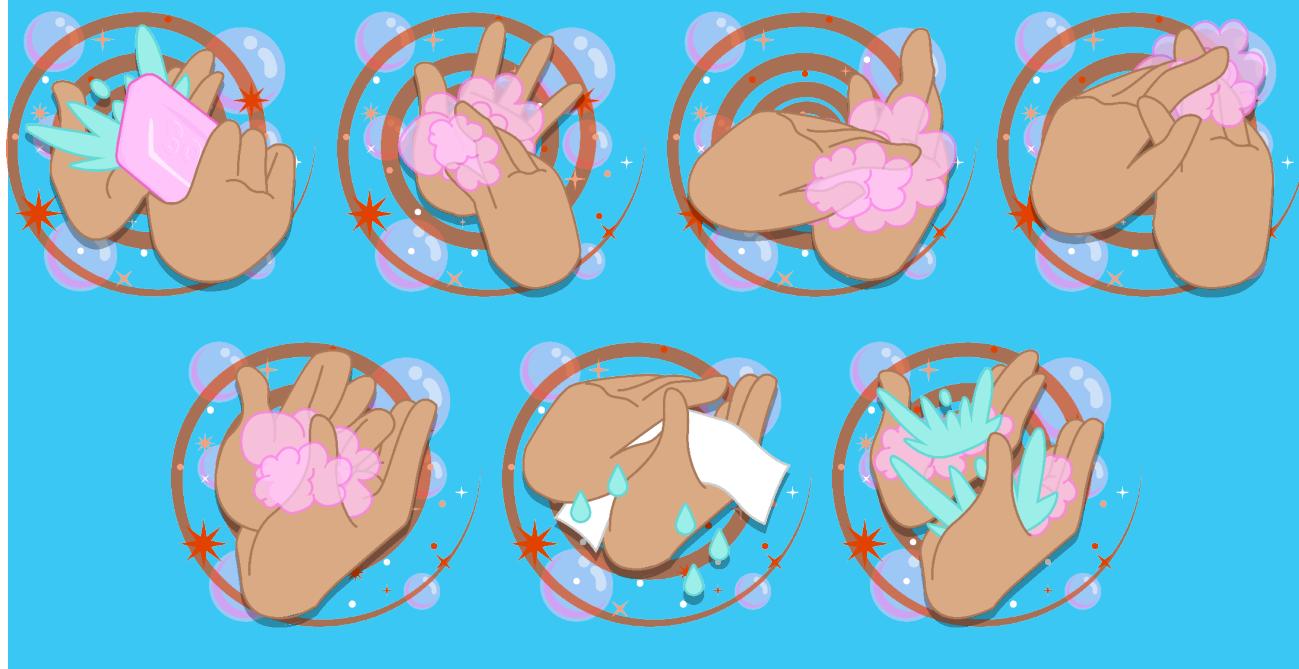
- changing the handwashing steps.
- Play the game at least four times with different “leaders” and “guessers” each time to ensure everyone gets a chance to play.

Facilitator Note: If the size of the group is larger than 15-20 people, it is best to have two guessers and one leader.

Hand Washing With Soap Poster

Introduce the Hand Washing With Soap Poster that represents the steps to follow when washing hands with soap.

Facilitators can encourage participants to print and put up these posters next to all hand washing facilities in their school/place of work/organisation and even take one home for their family.





Activity 2.2

Making our own Soapy Bottles!

In this hands-on activity, participants create soapy bottles. Creating handwashing resources for themselves and their peers/community gives learners the agency to affect change in their environment.

Duration 25 minutes

Participants Relevant for all age groups. This activity can be facilitated with any number of participants.

Learning Objectives Participants learn to create soap solutions that can be used by them and their peers to wash their hands effectively.

Material Required Two used plastic bottles (with caps) filled with clean tap water
Soap (liquid, powder, or a bar)

What to do

Introduction • 2 minutes

Now that participants know the handwashing spell, introduce this activity through a short discussion on what resources we need to wash hands properly. By creating a solution of soap and water, we conserve soap and money, and make sure that hygienic resources to wash hands are available to a larger number of people.

Making Soapy Bottles • 10 minutes

Based on the age group of the participants, facilitators can decide whether to demonstrate the making of soapy bottles, or get participants to volunteer and create the bottles themselves. Facilitators should note that the more participants (of any age) do themselves, the better they will understand the method.

How to make Soapy Bottles

- Fill an empty bottle with clean water. Poke 2 holes in the bottle cap with a paperclip, thumb tack, or nail (adult supervision required).
- Ask participants how much soap they think needs to be added to this bottle to make an adequate soap solution? Many people tend to think more soap will be required. After getting a few answers, demonstrate (through one of the following options) how little resource is actually needed to make our soapy bottle:
- OPTION 1: Add 12-15 drops of liquid hand soap to a 500mL bottle of water.
- OPTION 2: Add about 15 grams (one heaping spoonful) of powdered soap to a 500mL bottle, or a 30g detergent sachet to a 1L bottle.
- OPTION 3: Add about 15 grams (one heaping spoonful) of soap bar shavings to a 500mL bottle.
- Shake the bottle to mix the soap and water.



Note: Bar soaps are not as hygienic as liquid soaps because they stay moist and attract germs. If a bar soap is the only option it should be stored on a rack so that the bar doesn't sit in water.

Using our Soapy Bottles • 2 minutes

- Ask participants to wash hands with this bottle. Facilitators can squirt soapy water from the bottle on young participants' hands.
- Ask everyone to wash their hands while everyone sings the spell together.



Advocacy through Soapy Bottles

- Participants can make these easy Soapy Bottles at home or with their friends too!
- Before the activity, ask participants to bring empty plastic bottles (with caps) from home.
- After making their own Soapy Bottles at the workshop, give participants some time to write a short letter to their parent/guardian describing what they made today and a recipe for the Soapy Bottle.

Note: In a school setting, children can be introduced to or made to revise letter-writing formats from their syllabus through this activity.

- Ask them to get this letter signed by their parent or guardian to ensure the learning from the workshop goes into the community.

Extension

Pick two volunteers to be on the Bheem Team for the group to:

- Monitor the soapy bottle and tell a supervising adult if it runs out,
- Check if others in their group are handwashing with soap before eating and after toilet use.

Digital Game



Children can play any levels to defeat the Germ Wizard. The Chapter 1 games correspond to the learning goals of how to wash our hands with soap.

Facilitation Notes:

- Break children into groups.
- Give each group a device.
- Let them pass and play.
- Show them where the devices are located in the workshop space for the duration of the workshop.
- Tell them when they are allowed to play.
- Encourage discussions around the game after play to ensure players understand the learning objectives.

3

Why and when should we wash our hands?



Activity 3.1 Book 2 of Hygiene with Chhota Bheem

In Book 2 of Hygiene with Chhota Bheem (Poop Monster & the Hidden Germs), the Germ Wizard steals all the soap in Dholakpur to make sure everyone falls ill. By not washing their hands with soap at the right time (like before preparing meals, or after changing diapers), the villagers of Dholakpur are spreading germs! Bheem, Chutki, and their friends help the villagers understand the importance of washing hands with soap at the right times.

Duration 20 minutes

Participants Best suited for children from 7 to 11 years. This activity can be facilitated with any number of participants.

Participants continue to learn from and immerse themselves in the world of Hygiene with Chhota Bheem.

Learning Objectives Participants learn why it is important to wash hands with soap, and when it is most important for us to wash our hands to avoid the spread of germs and illness.

Book 2 of Hygiene with Chhota Bheem story (as a video and in the accompanying storybook)

Material Required Projector
Speakers

Computer to show the video

What to do

Introduction • 5 minutes

Lead an open discussion with participants on what challenges they think may come in the way of them washing their hands with soap? Based on the points participants may raise, ask what solutions they may recommend to overcome these challenges. Before starting the video, ask if participants can recap the learning from the first book of the story.

Story-telling • 9 minutes

Show the video to all participating children using a projector, laptop, and speakers. The video is 8:30 minutes long. Repeat if necessary.

Note: If the resources to show the video are unavailable, read (or ask a volunteer participant to read) the second book from the accompanying story books in the language of participants' preference. Facilitators can also print multiple copies of the second book for groups of children to read along with and see pictures of while the story is read out loud.

Story recap • 5 minutes

Ask participants to raise hands and recall what they just saw/heard (making sure to not let too many children repeat the same points). Ask them if they remember the spell of hand washing times.



Activity 3.2

How Germs Spread

This fun, and slightly messy game demonstrates to participants how germs spread through contact, reiterating the importance of why we should wash our hands with soap.

Duration 20 minutes

Participants Relevant for all age groups. This activity is best facilitated with groups of 20-30 participants.

To understand that germs can spread from one person to another through contact, and often cause diseases.

Learning Objectives Through discussions, participants understand that while germs cannot be seen with the naked eye, they still exist and are harmful.
Participants will apply their knowledge of washing hands with soap to get rid of the germs on their hands.

Material Required Glitter (at least three different colours)
Soapy bottle
Water
Hand washing facilities

What to do

Pre-activity preparation

- Facilitators should make sure you have hand washing facilities that are appropriate for the participants' age.
- Remove any objects that you don't want to get glitter on. Like germs, glitter spreads easily!

Introduction • *2 minutes*

If participants watched/read Book 2 of Hygiene with Chhota Bheem, ask them to recap what they remember the Clean Wizard said about germs. Facilitate a short discussion on how germs are tiny microscopic creatures that we cannot see, but spread diseases if we don't take care.

Playing the game • *10 minutes*

- Ask everyone to stand in a circle.
- Put a small amount of glitter on 3-4 members' hand in the group and ask each of them to rub their hands together to spread it all over.
- Now instruct participants that on your signal, everyone should start walking around arbitrarily. Everytime they make eye contact with someone, they must smile, say hello, and shake the other's hand.
- When you feel the players with glitter have transferred it to others, signal for everyone to get back in the circle.
- Now ask how many people have any glitter on their hands. [More people than the original participants with glitter should raise their hands.]
- Tell them the glitter symbolises germs and this is how germs spread and cause diseases.
- Point out to them that just as glitter sticks to everything they touch- their hands, as well as other parts of their body- germs spread to everything they touch too.
- Now ask the children how they will remove the germs (glitter). When someone responds with "wash our hands," take everyone to the hand wash facility.
- First, help them wash their hands only with water. Do not use soap.
- Once they are done, show them that there are still lots of glitter particles (germs) on their hands. Tell them that water alone cannot wash off the germs. We need soap to get the germs off our hands completely.
- Talk about how soap helps in washing the germs away and ask them to sing the handwash spell as they wash their hands with soap.



Activity 3.3

The Statue Game

This game is a fun way to help participants think about what activities, in their routine day, require them to wash hands with soap, and whether it is most effective to wash their hands before or after these activities.

Duration 30-40 minutes

Participants Relevant for all age groups; This activity is best facilitated with groups of 20-30 participants.

Learning Objectives To realize that we perform certain activities through the day that make it important for us to wash our hands with soap.

Material Required Two chairs (one chair marked with the word "Before" and the other with the word "After") OR write "Before" and "After" on the chalkboard OR on two pieces of paper that are pasted on the wall. The signs are to be placed at least one to two meters apart.

What to do

Introducing the game • 10 minutes

- Start the game by asking the group to list out the times when they have to wash hands with soap. As they list out the correct times, ask them to also define whether they must wash their hands "before" or "after" the said activities.
- For this game, decide six (6) activities that require us to wash our hands with soap. Tell them, for the purpose of the game, we are limiting it to:
 - Before eating
 - before cooking
 - before drawing water
 - before feeding a baby
 - after going to the toilet
 - after changing baby's diaper

Note: These six activities are the same as those mentioned in book 2 of the story. Facilitators can use these six when playing with younger children to help them recall the handwashing spell. With older participants, facilitators can choose six additional activities in order to make the game more challenging.

- Facilitators can call upon volunteers from the group to repeat the hand washing times spell.

Hand Washing Times Spell (English)

Wash Your Hands With Soap
Wash Your Hands Before Eating
Wash Your Hands Before Cooking
Wash Your Hands Before Drawing Water
Wash Your Hands Before Feeding A Baby
Wash Your Hands After Using The Toilet
Wash Your Hands After Changing The Diaper For A Baby
Wash Your Hands With Soap

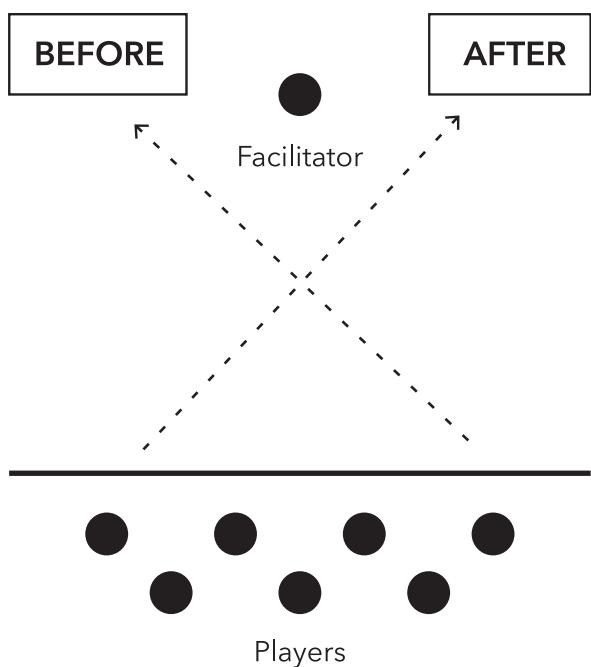
Note: In the story, the spells are only spoken out and have no particular tune or music. To make the spell more memorable for children, facilitators can ask participants what their favourite song is and set the spell to that tune.

Ask participants to recall how in book 2 of our story, Bheem and his friends pretended to be statues to fool the Germ Wizard and steal his magic staff. In this game, participants will also pretend to be statues.

Playing the game

• 3-4 minutes per round

- As the facilitator, you play the Germ Wizard. Stand in between the "Before" and "After" signs, with your back to the players. Tell the group, "I am going to pretend to be the Germ Wizard! To win, you must defeat me by handwashing with soap at the right times, without me seeing you move!"
- Play each round of this game with a group of 5-6 people. Ask the group to stand at the other side of the room than the 2 signs.
- Explain, "I will yell out one of the six (6) handwashing times. You must reach and touch either the "Before" or "After" sign depending on when you should wash your hands for that activity to stop germs from spreading. If I turn around and catch you moving, you are out!"



- Yell any one of the six pre-decided activities with your back turned. Players will take steps towards the correct sign while your back is turned to them. They must freeze as statues when you turn around.
- If you catch anyone moving when you turn, they are out of the game for that round.
- Turn back around several times to try and catch them. Whoever gets to the right sign without being caught wins.
- If a player makes it to the wrong sign, they are out.
- Play several times with groups of 5-6 member each time, until all the participants have played at least once.

Digital Game



Children can play any levels to defeat the Germ Wizard. The Chapter 2 games correspond to the learning goals of Book 2 of the story telling us why and when to wash our hands with soap.

Facilitation Notes:

- Break children into groups.
- Give each group a device.
- Let them pass and play.
- Show them where the devices are located in the workshop space for the duration of the workshop.
- Tell them when they are allowed to play.

4

Advocating to Our Community



Activity 4.1 When Do We All Wash our Hands?

This reflective activity reinforces the awareness of when we must wash our hands and helps young participants advocate for the importance of HWWS to their families and communities.

Duration 30 minutes (plus time taken at home to complete activity and bring back to workshop)

Participants Relevant for all age groups. This activity can be facilitated with any number of participants.

Learning Objectives Participants demonstrate their understanding of when we hand wash with soap through visual representation.
Participants spread their learning to the larger community by involving their families/friends in their activities.

Material Required Stationary to write and draw with for each participant (paper, pencils and pens, coloured pencils, erasers, etc.)

What to do

Introduction • 2 minutes

Ask participants what, from all that they have learned and done at this workshop, they would like others in their community to know? Tell them that by sharing their knowledge with others they can ensure good hygiene and sanitation across their community. They can do this by teaching the spells and appropriate actions to their family, neighbours, and friends.

Drawing our handwashing times • 15 minutes

- Ask each participant to take a piece of paper and draw the activities (at least six activities) through the day that require them to wash their hands with soap. They must also indicate if hands are to be washed before or after this activity. Ask everyone to put their names on their paper.
- Now ask each participant to select two to three other people in their community (a parent or guardian, a sibling, a neighbour, a friend who didn't participate in the workshop, etc.).
- Tell them that they must now go home and draw all (at least six) activities before or after which each of their chosen community members do (or must) wash their hands with soap. Participants must tell these two to three people what they learned during the workshop, and ask them to sign their drawings.
- When young participants bring their signed drawings back, ask them if there were new activities they learned about (that they did not see/hear about in the story or that was not a part of their everyday routine?)
- Young participants could be incentivized to continue their advocacy work by providing stars or writing their names on the Defeat the Germ Wizard poster for each new person they teach.

Defeat the Germ Wizard Poster

Introduce the Defeat the Germ Wizard Poster.

Explain, "This poster helps us track our battle against the Germ Wizard! The more names on the poster, the weaker we make him. To defeat the Germ Wizard, we need to fill in all of the bubbles with your names. There should be no empty bubbles."

Each participant can write their name on the poster with a pencil each time they wash their hands with soap before eating and after toilet use each day of the week.

At the end of the week, if a participant has his / her name listed at least 5 times, they get a sticker or star at the next session. They can paste it on their hand and take it back home and tell their parents and friends why they got it.

Daily Activity Chart

Besides the Defeat the Germ Wizard poster, facilitators can create a daily hand washing chart to keep track of children's daily handwashing and also to encourage them to continue do so.

Material required

- One A4 sheet of paper
- Coloured sketch pens
- Colourful Stickers (Stars, roses, etc.)

How to make it?

- Write names of the participants one below the other in the first column.
- Make day wise columns for every week (as shown in the image).
- Each "Day" participants get a tick mark for washing their hands. Facilitators can decide one or two times in a day when it is most important to wash hands to keep track of the ticks (e.g. before eating their meal, after playing, etc.).
- By the end of the week, if a participant gets at least 5 tick marks, then they get a star sticker pasted across their name.

NAMES	WEEK - 1					Challenge	WEEK 2		
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5		Day 1	Day 2	Day 3
S. Sanjay	✓	✓	✓	✓	✓	*	✓	✓	✓
G. Sabarinathan	✓	✓	✓	✓	✓	*	●	●	●
M. Jeshwanth	✓	✓	✓	✓	✓	*	●	●	●
P. Alwinraj	✓	✓	✓	✓	✓	*	●	●	●
E. Santhara Krishnan	✓	✓	✓	✓	✓	*	●	●	●
K. Maheshwari	✓	✓	✓	✓	✓	*	●	●	●
M. Mithra	✓	✓	✓	✓	✓	*	●	●	●
U. Keerthana	✓	✓	✓	✓	✓	*	●	●	●
G. Jayasri	✓	✓	✓	✓	✓	*	●	●	●
P. Priyadarshini	✓	✓	✓	✓	✓	*	●	●	●
M. Karthika	✓	✓	✓	✓	✓	*	●	●	●
M. Deepika	✓	✓	✓	✓	✓	*	●	●	●

Becoming Advocates!

- At the end of the workshop, tell participants that they are now ready to spread their learning in their community! Ask participants if they remember the two spells that keep the Germ Wizard away by washing hands.
- Now, everyone is ready to take the pledge to join the Bheem Team and keep their community healthy!
- Ask everyone to repeat after you:

I pledge to be part of the Bheem Team to defeat the Germ Wizard and cast him away from every village! I will wash my hands with soap at all the important times. I will teach my friends and family why it's important to wash hands with soap to prevent germs from spreading.

- End the session by asking everyone to give themselves a round of applause!



MODULE 2

Toilet Use

MODULE 2: TOILET USE

Introduction

A clean toilet implies good health, status, self-esteem and well-being. Under the Swachh Bharat Mission (Gramin), the Department of Drinking Water and Sanitation, Government of India, has funded the building of toilets in 98.7% of households across India. To support this infrastructural development with behavioural changes, awareness and educational campaigns to promote knowledge of hygienic toilet use is essential.

The following section includes activities for learners to help them discover the importance of having access to toilets, and the action steps they can take to counter excuses they may hear from friends and family for not using a toilet.

Recommended Facilitation Schedule

Facilitators can conduct the module in any way they like based on their schedules and needs of their participants. The following are some suggestions of how to break up and facilitate this module:

One-day Workshop (6 hours)	<p>Divide the day into two. Facilitate Sections 1 and 2 in first half, and Section 3 in second half with breaks in between.</p> <p>Facilitators can keep one hour in the day to introduce participants to the Hygiene with Chhota Bheem digital game and give everyone some time to play.</p> <p>This schedule allows for little to no follow-up on learning.</p>
Workshop over two to four days (1-3 hours each day)	<p>Facilitate Sections 1 and 2 on the first day, and Section 3 on the second day. Alternately, if more days are available, facilitators can break Sections up further to give participants more time to understand and reflect on the content, and share their learning with their families and communities on a daily basis.</p>
Two-week Workshop (1 hour per day)	<p>Ideal for workshops with a single organisation or school with limited time to give from their daily schedules.</p> <p>Facilitate one to two activities per day, giving participants more time to reflect on learning, advocate to their community, and play the digital game.</p>



1

Introducing the Module

Flushing the toilet before and after using it helps prevent germs from spreading. Through this quick activity, participants learn how to use a toilet by repeating the toilet use spell and learn how to promote personal health and hygiene.

Duration 15 minutes

Participants This activity can be facilitated with any number of participants of any age-group.

Learning Objectives Participants learn how to use a toilet through repetition.

Material Required None

What to do

- Teach participants the toilet use spell from book 1 of the Hygiene with Chhota Bheem story.



Toilet Use Steps Spell (English)

Carry water

Flush

Squat in the right direction

Flush

Wash hands

Note: In the story, the spells are only spoken out and have no particular tune or music. To make the spell more memorable for children, facilitators can ask participants what their favourite song is and set the spell to that tune.

- Divide participants into equal groups that stand facing each other. The facilitator stands in the middle.
- Point to groups in order, one at a time. When you point to a group, that group must sing and act the next step of the Toilet use spell.
- Go through the spell several times in order.
- Have the group sing the spell based on how you point at them. You can point to groups in order, out of order, to the same group many times in a row, etc. Do this playfully and try not to let the group know which group you are going to point to next.
- After a few rounds, you can point to two groups at the same time.
- Whichever group sings and acts the correct lines from the song the most number of times wins the game.

Why Should We Use Toilets?



Activity 2.1 Book 3 of Hygiene with Chhota Bheem

The third book of Hygiene with Chhota Bheem (The Army of Flies) talks about open defecation. The Germ Wizard, seeing how villagers in Dholakpur defecate in the open, summons flies to spread germs from the poop to the food and water consumed by everyone so they fall sick. Bheem and his friends work with the Clean Wizard to make the people of Dholakpur understand how germs spread and why open defecation is bad for our health.

Duration 15 minutes

Participants Best suited for children from 7 to 11 years. This activity can be facilitated with any number of participants.

Learning Objectives Participants learn about how open defecation leads to the spread of germs and diseases, especially due to flies that are attracted to poop.

Book 3 of Hygiene with Chhota Bheem story (as a video and in the accompanying storybook)

Material Required Projector
Speakers
Computer to show the video

What to do

Introduction • 5 minutes

Ask the group to recap the Toilet use spell. Next, ask them why it is important to use a toilet and not defecate in the open?

Story-telling • 6 minutes

Show the video to all participating children using a projector, laptop, and speakers. The video is 5:31 minutes long. Repeat if necessary.

Note: If the resources to show the video are unavailable, read (or ask a volunteer participant to read) the third book from the accompanying story books in the language of participants' preference. Facilitators can also print multiple copies of the third book for groups of children to read along with and see pictures of while the story is read out loud.

Story recap • 4 minutes

Ask participants to raise hands and recall what they just saw/heard (making sure to not let too many children repeat the same points.)



Activity 2.2

Open Defecation Helps Germs Spread!

This fun and demonstrative group activity creates awareness on how open defecation attracts germs and how these germs spread in a community through flies and rain. Germs contaminate the food and water, which causes diseases to break out. Participants learn that using a toilet helps prevent the spread of germs and keeps the community healthy and clean.

Duration 30-40 minutes

Participants Relevant for all age groups. This activity can be facilitated with a group of 20 to 30 participants at a time.

Participants learn that open defecation spreads germs, which are further spread by rain and flies.

Learning Objectives

Participants understand that using a toilet will prevent the germs from entering our food and water systems, thereby keeping our community clean and healthy.

Rangoli powder

Leaves

Material Required Sticks

Enough small stones so that each participant has one stone

Two to three large brick or stone that cannot easily be moved or kicked around

What to do

Introduction • 2 minutes

Start the game by asking the group if they know how germs spread. How do germs from poop in the field enter the food and water we eat and drink?

Before the game begins • 5 minutes

Teach the group how to act like flies (by making a buzzing sound, waving their arms to mimic wings, and walking about fast while shuffling their feet).

Teach them how to act as rain (by rapidly shuffling their feet and clapping their hands together. Make them do the rain claps by tapping one finger first, two fingers next, three fingers, four and all the five at the end within a count of 5.)

Mapmaking in a group • 15 minutes

- It is best to do this activity on an open dirt field where you can draw in the dirt. Alternately, you could also facilitate this activity in an indoor or outdoor space where you can draw on the floor with chalk.
- Ask everyone to form a circle. Everyone takes three steps back to make the circle larger.
- Place a small stone at everyone's feet to mark their spot. Explain, "Inside this circle, we are going to make a map of our community around our place."
- As participants describe where important places like roads, hospitals, schools, etc. are, draw the map with a stick (or chalk) and make sure everyone agrees on the map.

Note: With younger participants, you could ask them to describe the map of a smaller area like their school.

- Ask the group, "Where do you get or drink water?" Mark these places on the map with a large "X." Ask, "Where do you get or eat food?" Mark these places on the map with a large "X."
- Ask, "Where are the latrines/toilets?" Place a small pile of rangoli powder on these spots, and cover it with a large brick or stone that cannot be easily kicked around or moved. You could also bury it in the ground.
- Now explain, "Let us pretend we are flies. You have 5 seconds to act like flies, then run back to where you started. 5, 4, 3, 2, 1!"
- "Now let us pretend we are rain. You have 5 seconds to stomp all over the map like you are a big storm soaking the ground with water, then run back to where you started. 5, 4, 3, 2, 1!"
- Ask the group, "Did the rangoli powder spread?" Their answer will be no.
- Ask them, "Where have you seen people openly defecate?" Ask them to help you mark this on the map with rangoli powder. Ask them, "Where have you openly defecated in an emergency?" Ask them to help you mark this on the map with rangoli powder. (These small piles of rangoli powder will not be covered by large stones.)

- Tell them, "We are going to act like flies again. What do flies like to do?" [Prompt: **They like to land on poop**] "You have 5 seconds to act as flies and land on as many piles of poop as you can, then run back to where you started. 5, 4, 3, 2, 1!"
- "We are going to act as rain again. You have 5 seconds to stomp all over the map like a big storm, then run back to where you started. 5, 4, 3, 2, 1!"

Questions to help reflect on the game • 2 minutes

- Ask participants, "Did the rangoli powder spread?" [Yes]
- "What does the rangoli powder represent?" [Open defecation]
- "Is it covering any areas where you eat or drink?" [Yes]
- "Does this mean that we eat and drink food and water that could have poop on it?" [Yes]
- "What happens when poop spreads through the community?" [Germs spread, people get sick, the community is dirty]
- Do you think that poop in your community spreads this way? [Yes]

Finish the activity by reinforcing the importance of using closed toilets/latrines. Open defecation spreads germs which attract flies and contaminate the food, which eventually makes us sick. The rain water mixes with poop and contaminates the drinking water making us sick and causes diseases.

Digital Game



Children can play any levels to defeat the Germ Wizard. The Chapter 3 games correspond with the learning of this module on the importance of using toilets and not defecating in the open.

Facilitation Notes:

- Break children into groups.
- Give each group a device.
- Let them pass and play.
- Show them where the devices are located in the workshop space for the duration of the workshop.
- Tell them when they are allowed to play.
- Encourage discussions around the game after play to ensure players.



Advocating Toilet Use in Our Community



Activity 3.1 Book 4 of Hygiene with Chhota Bheem

The fourth and final book of the Hygiene with Chhota Bheem story (The Spell of Community) sees the Germ Wizard coming back to Dholakpur as the villagers are finding excuses to not use toilets or wash their hands after pooping. Bheem and his friends think of solutions to all these excuses and advocate good hygiene practices to their community!

Duration 25 minutes

Participants Best suited for children from 7 to 11 years. This activity can be facilitated with any number of participants.

Learning Objectives Participants continue to learn from and immerse themselves in the world of Hygiene with Chhota Bheem.
Participants learn how to advocate for the use of toilets and HWWS to their community.

Book 4 of Hygiene with Chhota Bheem story (as a video and in the accompanying storybook)

Material Required Projector
Speakers
Computer to show the video

What to do

Introduction • 5 minutes

Ask participants if they have thought of or heard others give reasons for not using a toilet/latrine? Can they share them with the group? Tell participants that in the final book of the story, Bheem and his friends will try and convince the people of Dholakpur to use toilets by thinking of solutions to their excuses.

Story-telling • 8 minutes

Show the video to all participating children using a projector, laptop, and speakers. The video is 6:32 minutes long. Repeat if necessary.

Note: If the resources to show the video are unavailable, read (or ask a volunteer participant to read) the fourth book from the accompanying story books in the language of participants' preference. Facilitators can also print multiple copies of the fourth book for groups of children to read along with and see pictures of while the story is read out loud.

Story recap • 5 minutes

Ask participants to raise hands and recall what they just saw/heard (making sure to not let too many children repeat the same points.)



Activity 3.2

Singing the Advocacy Song

This quick energiser gives participants a moment to enjoy and sing together while learning how to advocate to members of the community who make excuses for not using the toilet.

Duration 15 minutes

Participants This activity can be facilitated with any number of participants of any age.

Learning Objectives Participants learn through the medium of song.

Material Required None

What to do

Pre-activity preparation • 2 minutes

Write the words of the song below on the board or a large piece of paper so participants can sing along with facilitator.

Everyone Sings! • 10 minutes

This song adapts the tune from the Choo Choo Maari song from the Tamil movie "Poo". However, if you find a better alternative, please feel free to sing the lyrics below to another tune.

Here's the link to the Choo choo mari song:
<https://www.youtube.com/watch?v=UjVmldRJAEs>

Advocacy Song (Tamil)

Soap vaanga naanga kaasikkenga povom choo choo maari
Sikkanama irundha soap onnu vaangalam choo choo maari
Soap vaanga yosicha udal nalam baadhikkum choo choo maari

Kazhivarai ponaal naatram adikkum choo choo maari
Adhikkaga oora naara vaikka poriya choo choo mari

Kazhivarai rumba irutta irukkum choo choo maari
Ulle poga bayama irukku choo choo maari
Veliye pona paambu kadikkum choo choo maari
Unakku veliya paadhigappu illa choo choo maari

Veliye pona arattai adikalam choo choo maari
Kazhivarai irundhal neram micham choo choo maari
Neram irundha vilaiyada pogalam choo choo maari



Activity 3.3 Toilet-Building Game

A clean toilet implies good health, status, self-esteem and well-being. Yet most of the households in India do not have access to clean and safe toilets. In this fun activity, participants work together to come up with solutions for excuses that people may make for not using toilets.

Duration 30 minutes

Participants Relevant for all age groups. Each round of this game is best facilitated with groups of 10 participants.

Learning Objectives Participants will apply their knowledge of HWWS and toilet use to co-create responses to excuses people make for not adopting hygienic practices.

Participants realize that they can affect change in their community through collaborative action and advocacy.

Material Required Small pieces of paper with excuses on them (page 56)

What to do

Pre-game preparation

- Print and cut (or write by hand) copies of the excuses on page 54). As each round will be played with 10 participants, the game starts with two toilet advocates, and the remaining players will need to come up with one excuse for not using a toilet each.

Facilitation Note: Facilitators decide how best to facilitate this game. If you are playing with very young players, use the excuses children heard in the story so they can recall solutions from the story and come up with new solutions. For a more complicated game with older children (12 years+), you could also choose to use the new excuses on Page 54. For adult participants you could come up with new excuses based on your experiences in the community.

Playing the game • 20 minutes

- Ask the group of 10 players to form a single line. Pick two volunteers to start the game. Ask all other players to pick an 'excuse chit' for the game.
- Tell the group to pretend that these two volunteers have a toilet at home and are working with Bheem and Chutki to encourage others in their community to also own and use toilets. They are part of the "Bheem Team." These two volunteers hold both hands and raise them to form an arch.
- Describe the goal of the game: the Bheem Team must convince everyone in their village to use toilets to defeat the germs!
- Play the toilet use spell song (*Choo Choo Maari*). While the music plays (or volunteers sing the song), the single line of other players (villagers) run under and then around the arch made by the Bheem Team.
- When the music stops, the Bheem Team drops their hands to capture someone in the line. This third person now reads out the excuse in their piece of paper.
- The Bheem Team must work together to come up with at least three (3) solutions to convince this person to join their team. If the captured person is convinced, they go behind one of the volunteers and become part of the Bheem Team.

Facilitation Note: As facilitator, guide the discussion that the Bheem Team and the captured person have. If you or other players feel the solutions are too unrealistic, or are repetitions of the same point, feel free to point that out to the captured person.

- Continue the song.
- Everytime the song stops, the Bheem Team drops their hands to capture more people of the community. The ever increasing Bheem team will work together to come up with solutions to the excuses.
- Keep playing until the Bheem team has convinced everyone in the village to use toilets.

Reflecting on the Game • 3 minutes

- Review and ask the group what happened. How does this game relate to their everyday lives?
- Finish the game by emphasising that it is the collective responsibility of everyone to keep the community clean and hygienic. Everyone should work together to achieve this goal. Everyone should speak with those whom they know defecate in the open, and ask them to start using a toilet instead.

Facilitator Resource

Facilitators can print and cut the following excuse chits and hand one to each player who is running.

Excuses in the first column are those participants would have heard in the stories. The remaining are new excuses that can be used for a more complex game or when played with older students. Facilitators can also create their own excuse chits based on what they have heard in the communities they work with.

<p>Excuse Toilets are dark and scary</p>	<p>Excuse My ancestors practiced open defecation and I follow them</p>
<p>Excuse Toilets stink and are unhygienic</p>	<p>Excuse I don't know how to use a toilet</p>
<p>Excuse I get some time to spend with my friends while going in the open</p>	<p>Excuse I don't feel comfortable using the toilet because of the stuffiness inside</p>
<p>Excuse It's too expensive to build a toilet</p>	<p>Excuse It is too much work to keep toilets clean</p>



Activity 3.4

Create Your Own Advocacy Spell

In the story, the Clean Wizard insists that to defeat the Germ Wizard completely, we will have to convince everyone to adopt and practice good hygiene habits. In this collaborative activity, participants create their own spells to share their learning with their community.

Duration 25 minutes

Participants This activity can be facilitated with any number of participants of any age.

Learning Objectives Participants apply their knowledge of good hygiene practices to create an advocacy song.

Material Required Stationary for groups of four to write with (paper, pencils or pens, board to rest paper on, etc.)

What to do

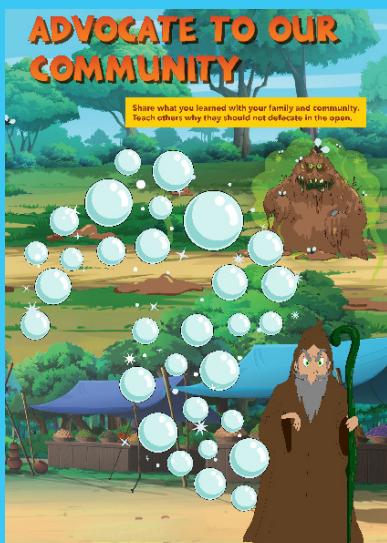
Introduction • 2 minutes

Divide participants into small groups of four and ask them to recount the three spells for hand washing steps, when to wash hands, and toilet use.

Create-your-own Advocacy Spell • 20 minutes

- Now tell them that to share their learning and spread good hygiene habits across their community, they will create their own spell, just like the Clean Wizard!
- Each group gets 15-20 minutes to create a spell (a poem or song of at least 5-6 lines) that they can use to transfer their learning of the workshop to their family, neighbours, and community. They can even set their spell to their favourite tune!
- Ask groups to share their spells out loud with everyone.

Advocating To Our Community Poster



Introduce the Advocating to our Community Poster. Explain, "This poster helps us track our battle against the Germ Wizard! The more names on the poster, the longer we keep him away. To keep the Germ Wizard away, we need to fill in all of the bubbles with the names of members of the community you are able to advocate good hygiene practices to. There should be no empty bubbles."

Each group of four that created their own Advocacy Spell will get their own poster. Ask the groups to write their spells and group members' names in the empty space on the poster.

Each participant in the group will write the names of the people in their families, neighborhood, communities who they advocated their learning to each day/week. It is important for facilitators to ask each group to describe to everyone what they said to the person whose name they write and how the community member responded so as to justify their name on the poster, as well as teach others how to talk about toilet use.

At the end of the week, the group with the most names of people advocated to get a sticker or star at the next session. They can paste it on their hand and take it back home.

Daily Activity Chart

Besides the Advocating to Our Community poster, facilitators can use an advocacy chart to keep track of children's advocacy efforts and also to encourage them to continue do so.

Material required

- One A4 sheet of paper
- Coloured sketch pens
- Colourful Stickers (Stars, roses, etc.)

How to make it?

- Write names of the groups one below the other in the first column.
- Make day wise columns for every week (as shown in the image).
- Each "Day" participants get a tick mark for every new name the groups write on a daily basis.
- By the end of the week, if a participant gets at least 5 tick marks, then they get a star sticker pasted across their name.

| PANCHAYAT UNION PRIMARY SCHOOL, NEPAL | | | | | WEEK - 1 | challenge | Day 5 | Day 6 | Day 7 | Day 8 | Day 9 | Day 10 | Day 11 | Day 12 | Day 13 | Day 14 | Day 15 | Day 16 | Day 17 | Day 18 | Day 19 | Day 20 | Day 21 | Day 22 | Day 23 | Day 24 | Day 25 | Day 26 | Day 27 | Day 28 | Day 29 | Day 30 | Day 31 | Day 32 | Day 33 | Day 34 | Day 35 | Day 36 | Day 37 | Day 38 | Day 39 | Day 40 | Day 41 | Day 42 | Day 43 | Day 44 | Day 45 | Day 46 | Day 47 | Day 48 | Day 49 | Day 50 | Day 51 | Day 52 | Day 53 | Day 54 | Day 55 | Day 56 | Day 57 | Day 58 | Day 59 | Day 60 | Day 61 | Day 62 | Day 63 | Day 64 | Day 65 | Day 66 | Day 67 | Day 68 | Day 69 | Day 70 | Day 71 | Day 72 | Day 73 | Day 74 | Day 75 | Day 76 | Day 77 | Day 78 | Day 79 | Day 80 | Day 81 | Day 82 | Day 83 | Day 84 | Day 85 | Day 86 | Day 87 | Day 88 | Day 89 | Day 90 | Day 91 | Day 92 | Day 93 | Day 94 | Day 95 | Day 96 | Day 97 | Day 98 | Day 99 | Day 100 | Day 101 | Day 102 | Day 103 | Day 104 | Day 105 | Day 106 | Day 107 | Day 108 | Day 109 | Day 110 | Day 111 | Day 112 | Day 113 | Day 114 | Day 115 | Day 116 | Day 117 | Day 118 | Day 119 | Day 120 | Day 121 | Day 122 | Day 123 | Day 124 | Day 125 | Day 126 | Day 127 | Day 128 | Day 129 | Day 130 | Day 131 | Day 132 | Day 133 | Day 134 | Day 135 | Day 136 | Day 137 | Day 138 | Day 139 | Day 140 | Day 141 | Day 142 | Day 143 | Day 144 | Day 145 | Day 146 | Day 147 | Day 148 | Day 149 | Day 150 | Day 151 | Day 152 | Day 153 | Day 154 | Day 155 | Day 156 | Day 157 | Day 158 | Day 159 | Day 160 | Day 161 | Day 162 | Day 163 | Day 164 | Day 165 | Day 166 | Day 167 | Day 168 | Day 169 | Day 170 | Day 171 | Day 172 | Day 173 | Day 174 | Day 175 | Day 176 | Day 177 | Day 178 | Day 179 | Day 180 | Day 181 | Day 182 | Day 183 | Day 184 | Day 185 | Day 186 | Day 187 | Day 188 | Day 189 | Day 190 | Day 191 | Day 192 | Day 193 | Day 194 | Day 195 | Day 196 | Day 197 | Day 198 | Day 199 | Day 200 | Day 201 | Day 202 | Day 203 | Day 204 | Day 205 | Day 206 | Day 207 | Day 208 | Day 209 | Day 210 | Day 211 | Day 212 | Day 213 | Day 214 | Day 215 | Day 216 | Day 217 | Day 218 | Day 219 | Day 220 | Day 221 | Day 222 | Day 223 | Day 224 | Day 225 | Day 226 | Day 227 | Day 228 | Day 229 | Day 230 | Day 231 | Day 232 | Day 233 | Day 234 | Day 235 | Day 236 | Day 237 | Day 238 | Day 239 | Day 240 | Day 241 | Day 242 | Day 243 | Day 244 | Day 245 | Day 246 | Day 247 | Day 248 | Day 249 | Day 250 | Day 251 | Day 252 | Day 253 | Day 254 | Day 255 | Day 256 | Day 257 | Day 258 | Day 259 | Day 260 | Day 261 | Day 262 | Day 263 | Day 264 | Day 265 | Day 266 | Day 267 | Day 268 | Day 269 | Day 270 | Day 271 | Day 272 | Day 273 | Day 274 | Day 275 | Day 276 | Day 277 | Day 278 | Day 279 | Day 280 | Day 281 | Day 282 | Day 283 | Day 284 | Day 285 | Day 286 | Day 287 | Day 288 | Day 289 | Day 290 | Day 291 | Day 292 | Day 293 | Day 294 | Day 295 | Day 296 | Day 297 | Day 298 | Day 299 | Day 300 | Day 301 | Day 302 | Day 303 | Day 304 | Day 305 | Day 306 | Day 307 | Day 308 | Day 309 | Day 310 | Day 311 | Day 312 | Day 313 | Day 314 | Day 315 | Day 316 | Day 317 | Day 318 | Day 319 | Day 320 | Day 321 | Day 322 | Day 323 | Day 324 | Day 325 | Day 326 | Day 327 | Day 328 | Day 329 | Day 330 | Day 331 | Day 332 | Day 333 | Day 334 | Day 335 | Day 336 | Day 337 | Day 338 | Day 339 | Day 340 | Day 341 | Day 342 | Day 343 | Day 344 | Day 345 | Day 346 | Day 347 | Day 348 | Day 349 | Day 350 | Day 351 | Day 352 | Day 353 | Day 354 | Day 355 | Day 356 | Day 357 | Day 358 | Day 359 | Day 360 | Day 361 | Day 362 | Day 363 | Day 364 | Day 365 | Day 366 | Day 367 | Day 368 | Day 369 | Day 370 | Day 371 | Day 372 | Day 373 | Day 374 | Day 375 | Day 376 | Day 377 | Day 378 | Day 379 | Day 380 | Day 381 | Day 382 | Day 383 | Day 384 | Day 385 | Day 386 | Day 387 | Day 388 | Day 389 | Day 390 | Day 391 | Day 392 | Day 393 | Day 394 | Day 395 | Day 396 | Day 397 | Day 398 | Day 399 | Day 400 | Day 401 | Day 402 | Day 403 | Day 404 | Day 405 | Day 406 | Day 407 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MONITORING AND EVALUATION

Introduction

This manual has been designed with objectives to:

- Raise knowledge and awareness, and increase adoption and advocacy of best practices in sanitation and hygiene; and
- Provide participatory tools, techniques and materials for educators and facilitators to promote improved hand washing and toilet use practices amongst young children.

Once facilitators and health leaders start to use this manual, it is important to monitor if the manual is achieving these objectives. When we monitor we are looking to see if the curriculum contains the most useful and relevant activities and tools. We also want to check to see the impact of the curriculum on learners; Are they more aware? Have their behaviours changed? Has knowledge spread to the larger community? Has the incidence of illness related to poor hygiene reduced?

Survey

To check the quality and effectiveness of the modules, facilitators should administer the following surveys **before** implementing the curriculum, and then immediately **after** implementing the curriculum. The reason for participants to answer the same questions twice is to measure changes in knowledge and understanding. The **before** surveys check learners' knowledge before they interact with the curriculum, and the **after** survey checks how learners' awareness of and answers to questions have changed once they have interacted with the curriculum.

The surveys will comprise of 4 distinct sections that are combined based on whether the facilitator conducted only Module 1 or 2 of the curriculum, or if they implemented the entire curriculum (Modules 1 and 2). Facilitators can refer to the table below to determine which sections their respondents will fill out at the appropriate time.

Please be sure to have all learners fill out both, before and after surveys.

Note: These surveys are anonymous as most participants, especially children, respond more honestly when they do not have to reveal their names.

Modules Facilitated	Before Programme Implementation	After Programme Implementation
Module 1 Handwashing with Soap		
Module 2 Toilet Use		
Both Modules 1 and 2		

Section Key:

- Section 1:
Assessing Knowledge of Handwashing with Soap
- Section 2:
Assessing Knowledge of Toilet use
- Section 3:
Assessing Knowledge of Germs and how diseases spread
- Section 4:
Feedback on Hygiene with Chhota Bheem Learning Experience

Assess Knowledge of Handwashing with Soap

School/Organisation Name	Respondent's Age
Gender	Date conducted

Male Female Prefer not to answer

Q1. How many times a day do you wash your hands?

- Never
- 1-2 times
- 3-5 times
- 6-10 times
- 11 times or more

Q2. When you need it, do you have access to soap for handwashing at home?

- Always
- Sometimes
- Never

Q3. When you need it, do you have access to clean water for handwashing at home?

- Always
- Sometimes
- Never

Q4. Choose three words from the list below that describe how you feel about handwashing with soap:

- Playful
- Bored
- Sad
- Strong
- Happy
- Afraid
- Responsible
- Excited
- Shy
- Ashamed
- None

Q5. Choose all the times a person should wash their hands BEFORE:

- Sleeping
- Pooping
- Changing a baby's diaper
- Cooking
- Eating
- Drawing water from well/source
- Playing
- Feeding baby

Q6. Choose all the times a person should wash their hands AFTER:

- Sleeping
- Pooping
- Changing a baby's diaper
- Cooking
- Eating
- Drawing water from well/source
- Playing
- Feeding baby

Q7. Which is the correct way to wash hands?

- Rinse hands with water, Wash fronts and backs of hands, Rinse hands with water, Wash fingers and thumbs.
- Rinse hands with water, Add soap, detergent, or ash; Rub hands together; Rinse hands with water.
- Rinse hands with water; Add soap, detergent, or ash; Wash fingers, thumbs, in between fingers, nails, fronts, and backs of hands; Rinse hands with water.
- I don't know

Q8. Indicate if you agree or disagree with the following statements. If you are not certain, mark you don't know:

If I don't wash my hands at certain times, I or someone else might get sick.

- Yes
- No
- I don't know

It is difficult for me to wash my hands with soap.

- Yes
- No
- I don't know

I feel comfortable asking an adult to provide soap for handwashing when there is no soap.

- Yes
- No
- I don't know

It is difficult to remember when to wash my hands with soap.

- Yes
- No
- I don't know

It is my responsibility to try to convince someone to wash their hands if they are not doing it when they should.

- Yes
- No
- I don't know

Assess Knowledge of Toilet Use

School/Organisation Name	Respondent's Age
Gender	Date conducted

Male Female Prefer not to answer

Q1. How many times a day do you need to defecate (poop or pee)?

- 1-2 times
- 3-5 times
- 6-10 times
- 11 times or more

Q2. If you need to poop when you're at home, where do you usually poop?

- Outside
- Public toilet
- Home toilet
- Other: _____

Q3. Choose up to 3 words that best describe how you feel about pooping outside.

- Comfortable
- Shy
- Happy
- Angry
- Responsible
- Embarrassed
- Confident
- Afraid
- Disgusted
- Safe

Q4. When you need it, do you have access to a functional toilet at home?

- Yes
- Sometimes
- No

Q5. Choose up to 3 words that best describe how you feel about using a toilet.

- Comfortable
- Shy
- Happy
- Angry
- Responsible
- Embarrassed
- Confident
- Afraid
- Disgusted
- Safe

Q6. Which is the correct way to use a toilet?

- Squat over toilet and poop or pee; Flush the toilet pan; Rinse hands with water.
- Flush toilet pan; Squat on toilet and poop or pee; Flush toilet pan; Rinse hands with water.
- Carry water to the toilet; Flush toilet pan; Squat over toilet and poop or pee; Flush toilet pan; Wash hands with soap.
- I Don't Know.

Q7. Indicate if you agree or disagree with the following statements. If you are not certain, mark you don't know:

Pooping outside can make people sick.

- Yes
- No
- I don't know

If people in my community poop outside, I or someone else might get sick.

- Yes
- No
- I don't know

It is difficult for me to use a toilet.

- Yes
- No
- I don't know

I am confident that I could convince someone in my community who poops in the open to use a toilet.

- Yes
- No
- I don't know

I would be comfortable trying to convince someone to use a toilet.

- Yes
- No
- I don't know

Assess Knowledge of Germs and How Diseases Spread

Q1. During the last week, were you sick with 'runny stomach', or a cold or fever?

- Yes
- No

Sometimes it is important to wash my hands even if they do not look dirty.

- Yes
- No
- I don't know

Q2. Whose responsibility is it to keep your village/community healthy?

- Mine
- Others
- Everyone, including me

Q3. Choose all the ways that germs can travel from one person to another (select all that apply):

- Flies
- Hugging
- Water
- Food
- Hands
- sneezing/coughing
- Snake bite

Q4. Indicate if you agree or disagree with the following statements. If you are not certain, mark you don't know:

Germs can make people sick.

- Yes
- No
- I don't know

Germs are too small to see with my eye.

- Yes
- No
- I don't know

Feedback on Hygiene with Chhota Bheem Learning Experience

Q1. What was the one thing you loved most about the Hygiene with Chhota Bheem experience?

Choose from answers below AND add your own:

- Games and activities
- Digital game
- Story book/video
- Working as a group
- Learning about handwashing with soap
- Learning about Toilet use
- Defeating the Germ Wizard in real life
- Sharing what I learned with others
- Convincing others to change their habits
- Other: _____

Q2. What did you find most challenging/difficult about the Hygiene with Chhota Bheem experience?

- Some games and activities
- Digital game
- Working as a group
- Learning about handwashing with soap
- Learning about Toilet use
- Changing my own habits
- Sharing what I learned with others
- Convincing others to change their habits
- Other: _____

Q3. Write one new idea or question you now have at the end of the Hygiene with Chhota Bheem experience.

Q4. What was your favorite game or activity?

Q5. If the facilitator could do one thing differently in this workshop, what would it be?

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GLOSSARY

Advocacy: Any action by an individual or group which aims to influence decisions within political, economic, and social systems and institutions. People advocate for a large number and variety of topics. Some of these are clear-cut social issues that are universally agreed to be problematic and worth solving, such as malnutrition. Others—such as menstrual hygiene—are much more divisive and inspire strongly-held opinions on both sides. It may take time for there to be a consensus on the latter type of issues, but intense advocacy will remain.

Germs: A microorganism, especially one which causes diseases. Germs cannot be seen through the naked eye and need the use of instruments like microscopes to see them. The four major types of germs are bacteria, viruses, fungi, and protozoa. They can invade plants, animals, and people.

Hygiene: Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

Infectious Disease: Diseases are illnesses caused by germs. Infectious diseases are those diseases that can be spread, directly or indirectly, from one person to another. Examples include the common cold, dengue, malaria, tuberculosis, hepatitis B, etc.

Open Defecation: Open defecation refers to the practice whereby people go out in fields, bushes, forests, open bodies of water, or other open spaces rather than using the toilet to defecate.

Open-Ended Questions: Open-ended questions (as opposed to close-ended questions) are ones that require more than one word answers. Open-ended questions also do not have one right answer. The answers are not suggested, and every respondent answers with their own ideas and in their own words.

Sanitation: The hygienic means of preventing human contact from the hazards of wastes to promote health.

