



CHAST

CHILDREN

HYGIENE

SANITATION

AND

TRAINING

SIMPLIFIED CHAST TRAINING MANUAL

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Introduction

CHAST is based on the proven premise that personal hygiene practices are usually acquired during childhood – and that it is much easier to change the habits of children than those of adults. While children have less knowledge and experience, fewer responsibilities and a different conception of time and the future, they are also naturally inquisitive and eager to learn. The CHAST approach takes advantage of these natural attributes. CHAST uses a 'child-to-child' approach and encourages children to actively participate in open discussions and, wherever possible, to share their experiences and ideas with their peers. If children are brought into the development process as active participants, they can be change agents within their families and a stimulus to community development. Children 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 parents children are also likely to ensure sustainability and impact.






The key issues:-

The key issues addressed in the CHAST activities centre on the three core hygiene themes identified by World Health Organisation (hand washing at critical times, keeping water sources safe and safe disposal of waste). Supporting the ideal that individuals can take responsibility for minimising their exposure to diseases and sickness.

Purpose of this manual

This manual aims to contribute to improved health through behavioural change. Community members, school teachers and fellow students may be instrumental in bringing about this change. Children's Hygiene and Sanitation training may initiate a process leading from improved health in schools to improved health in households and eventually to improve health in the wider communities. The manual has been designed, primarily to supplement primary school health lessons.

How to use the manual

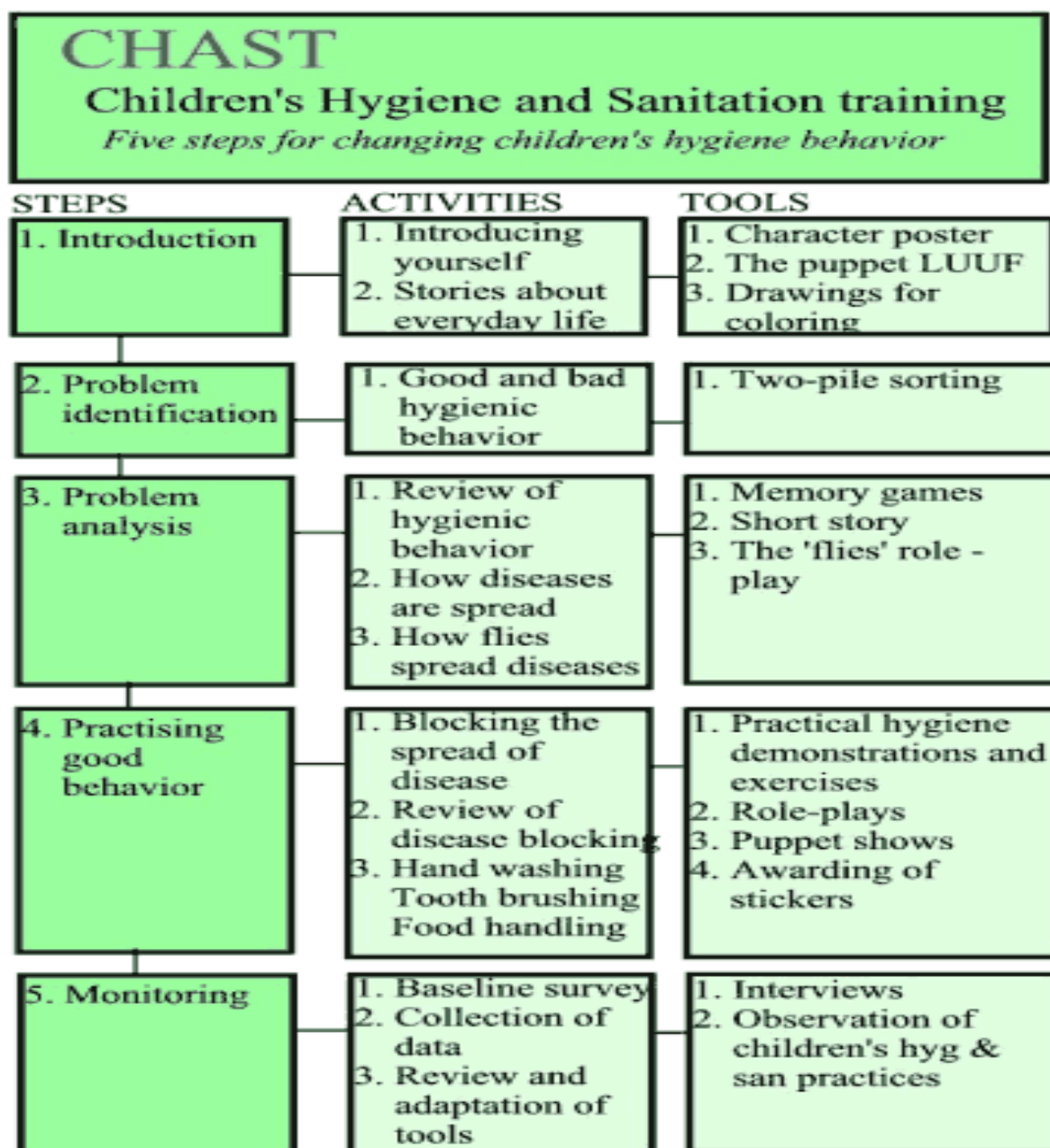
-  The text provides suggested and not strict guidelines
-  The materials are designed to support a child to child and child centred learning approach in which the learner is actively engaged in his or her own learning process to discover cause and effect change.
-  The drawings present different story lines about the principal characters Asha, Ali and Juma.
-  The drawings compare good and bad behaviours that influence our health and well being.
-  The drawings allow the teachers to show the drawings to the group, and he can guide the discussions but should try not to interrupt the flow of the story

Three characters – Aisha, Jama and Ali – have been created to encourage the children to speak out on specific topics, while a puppet named *Luuf* is passed around to encourage young children to take part in the discussions.

In the CHAST exercises, children are encouraged to work independently in pairs or in small groups, and then to present their thoughts and findings to the larger group. Above all else, CHAST tools are meant to be fun – involving games, exercises and role-plays that prompt the children to discuss and genuinely understand the key issues related to personal cleanliness and hygiene.

Children's Hygiene And Sanitation Training Five Steps for Changing Children's Hygienic Behaviour

CHAST



Step 1: Introduction

This step is meant as an icebreaker and allows the children to become familiar with the facilitators and the methods they will use.

Activities:

1. Participants introduce themselves

2. Everyday stories

During the first activity, the children introduce themselves with the help of the puppet *Luuf* which is combined with the introduction of the facilitators, the objectives of the course, the characters and the tools.

The second activity allows the children to reflect on their daily lives by telling stories with the help of drawings. To make it more suitable for children, the storytelling can be linked with the colouring of drawings.

Step 2: Problem Identification

Activity: 1. Good and bad habits

This activity focuses on common health and hygiene problems. This tool is used with two pile sorting as the problem analysis of good and bad hygienic behaviours. They show either a good or a bad behaviour and many of them are forming corresponding pairs. Used with the children they first have to classify them, afterwards they try to find all possible pairs. It compares good and bad habits and focuses on hygienic behaviour that can cause the spread of diseases.

Step 3: Problem Analysis

Activities:

1. Revision of good and bad habits

2. How germs are spread

3. Germs are spread by flies

The first activity is a revision of the problem identification. It is performed as a card game: *Pass the Buck* for older children and *Memory* for younger ones.

The second and third activities give an explanation of some of the common diseases that children can suffer from. This is done through a telling short story on the basis of posters, and a role play done by some of the children after instruction from the facilitators.

Step 4: Practising Good Behaviour

Activities:

1. **Blocking the Routes of Germs**
2. **Hand-washing Exercise**
3. **Toilet Use Exercise**
4. **Tooth-brushing Exercise**
5. **Food Handling Exercise**
6. **Closing ceremony**

This step demonstrates different actions for blocking the spread of diseases, and concentrates on practical training in good hygiene behaviour combined with role-plays and puppet shows.

All the activities connect knowledge about the spread of diseases and their prevention to better hygienic behaviour. Practical exercises in small groups are carried out. During the final session, all of the participating children receive an award.

Step 5: Monitoring

Activities:

1. **Baseline surveys**
2. **Collecting data**
3. **Review and adaptation of tools**

Monitoring needs to be planned from the beginning with a proper baseline survey. The monitoring and follow-up should prove the impact of CHAST and provide suggestions on how to improve its methods and tools.

4. The CHAST Tools

The CHAST sessions utilise a variety of enjoyable games and tools to encourage children to explore and discuss different elements of their own hygiene and sanitation.

The main tools include:

Coloured Posters

The more 100 posters are generally of A4 size and are laminated to make them more solid and durable. Coloured posters are much more attractive and easier to recognise than black-and-white ones.

The posters may be used for the following purposes:

- To introduce the three characters of Aisha, Jama and Ali, who will guide the children through the CHAST course.
- To start the CHAST sessions. These are mainly posters showing the characters involved in different situations within each topic.

- To show children involved in proper and poor hygienic behaviour (for 'two-pile sorting' exercises).
- To illustrate short stories told by the children about hygienic problems and solutions.
- To illustrate more wide-ranging Hygiene and sanitation presentations by groups of children.

Drawings for Colouring

Simple black-and-white drawings illustrating situations related to each exercise can serve as a useful and fun introduction to each topic – or be used as an 'ice-breaker' for the children to introduce themselves to the facilitator and the other children.

Puppets

The puppet *Luuf* can be successfully used by both facilitators and children to contribute to discussions about important hygiene and sanitation issues – particularly by young girls and quiet children, who may otherwise be shy about taking part in such discussions.

Puppet Shows

A puppet show is a special type of role-play, through which young children are encouraged to follow and take part in the scripted antics of the talking puppet, *Luuf*. The use of a puppet – rather than a person – to raise sensitive subjects and activities (i.e. latrine use) makes it much easier for children to discuss previously 'untouchable' subjects. Puppets can also be used to criticise traditions or other sacrosanct issues. Humour should be an important part of a puppet show, helping to break down any embarrassment the children may feel in discussing sensitive subjects – and encouraging them to engage in freer conversations during and after the show.

Role-Plays

In general, role-plays are used in the context of awareness raising and in encouraging interaction between groups of children who previously did not know each other. In CHAST sessions, they can be used to illustrate situations from everyday life in order to raise awareness about common hygiene problems, to support decision-making processes, and to create a positive environment for the discussion of more sensitive topics. Because role-plays do not require obvious acting skills, they can successfully be used to help children enact and honestly describe real life situations.

Card Games

Two card games have been designed to reinforce lessons about proper and poor hygienic behaviour.

Memory is used to help younger children remember good hygienic practices, while *Pass the Buck* encourages older players to find two cards illustrating the right and wrong ways of conducting their personal hygiene.

The CHAST Characters

Three characters – Aisha, Jama and Ali – have been created to encourage the children to discuss specific hygiene and sanitation topics. These characters have been carefully designed so that children can identify with them and their attitudes and actions.

Songs

As an important part of culture, the act of singing well-known songs is a fun way to end a CHAST session – and one that is often hard to end itself! In some situations, it may be possible to use local songs – or to create new ones – that carry messages related to cleanliness or personal hygiene.

Many activities can be successfully ‘wrapped up’ with a presentation of the main lessons learned by the children themselves. In making such a presentation, children should be encouraged to follow the easy steps described as the ‘3 Ts’:

Turn: Face the audience and look directly at them

Touch: Point to a poster or flipchart highlighting the points you are presenting

Talk: Take a deep breath and start your presentation with an introductory sentence, such as, ***“I /We want to explain to you this poster, which shows...”***

5. Implementation

At the moment the CHAST approach is different from the teaching methodology used at the schools. It can be introduced through CTC health clubs.

Discussion Topics

TOPIC 1 HAND WASHING AT CRITICAL TIMES (Story line ask what the children see in the pictures)

- ✚ Ali is using the latrines and does not wash his hands after defecation ,Can he get sick?
- ✚ Jama is also using the latrine but he takes with him water and soap to wash his hands after defecating .Why does he do that?

Discussion

1)Question :At what time do we wash hands ?

Ask the children to draw a picture of a situation when they must wash their hands .Then discuss the different answers and make the children understand that there are critical times we must wash hands.

Always wash hands **After handling faeces**

- ✚ After defecating
- ✚ After cleaning the bottom of a baby or child
- ✚ After disposing a child's faeces

Always wash hands **Before handling food**

- ✚ Before cooking food or water
- ✚ Before serving food
- ✚ Before eating
- ✚ Before feeding a child

Always Wash **After handling waste**

- ✚ After handling animals and cleaning animal waste
- ✚ After cleaning liquid and solid waste
- ✚ After any work involving cleaning

2) Question : What will happen if we do not wash our hands




Answer: If we do not wash our hands , the germs on the hands and germs under the nails will get into the stomach , and then will cause diarrhoea disease.

Make children understand the **Problem:** "Disease organisms on hands can enter the body when or something touched by hands like food come into contact with the mouth". These organisms can then cause diseases such as diarrhoea.

And **Solutions** : "Washing hands with soap or ash and water removes diseases organisms from hands , thus preventing their spread to the mouth". These organisms can then cause diseases such as diarrhoea.

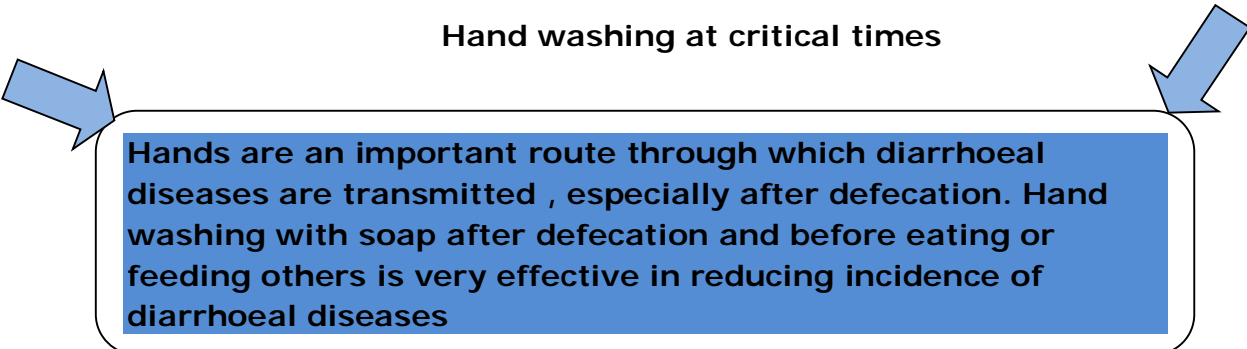
3) *Split the class up into two groups .Ask one group to sing a song about Ali's story and ask the other group to sing a song about Jama's story.*

4) *Discuss with the children the following **Actions** to improve our health*

-  Make the soap or ash and a jug of water easily available to wash hands , make sure the washing facility is nearby the latrine.
-  Wash hands by pouring water from a cup or jug over hands , then rub soap, sand or ash on hands , make sure you clean well under the nails, in between the fingers and above the wrists , and then rinse hands by pouring water over them again.
-  Do not share hand washing water (for example in a bucket or bowl), as this just passes germs from person to person.

5) *Ask some children to demonstrate how to change wash hands properly . To experience the effect of soap , ask some children to wash their hands with only water and dry them on a clean white cloth. Ask other children to wash their hands with water and soap and dry them on a second cloth. Analyse the difference between the two cloths.*

Hand washing at critical times



Hands are an important route through which diarrhoeal diseases are transmitted , especially after defecation. Hand washing with soap after defecation and before eating or feeding others is very effective in reducing incidence of diarrhoeal diseases

TOPIC 2: PROTECTING WATER SOURCES FROM CONTAMINATION (story line ask the children what they see in the drawings)

✚ **Jama is fetching water from a river and there are cows in the water in river**

Discussion Children should learn to understand that water collected from un protected sources is polluted and can lead to diseases like diarrhoeas. We should only drink water from safe sources .If you do not have access to safe water and must use un safe water sources then measures should be taken to purify the water (boiling , filtering etc.)

Ask the children a number of questions such as :

- ✚ **Why is water important ?**
- ✚ **List all the things you can do with water at home , in the community and at the school.**
- ✚ **Is water which looks clear or which has good taste always safe to drink?**
- ✚ **How can water help us ? And how can water harm us ?**

2) Question : How does the water sources (river , tap , unprotected well shallow ,get contaminated by germs ? (compare the two pictures : bathing ,swimming animals ,urinating near the source etc)

3) Question : How do we keep our water sources clean?

Answer

Shallow wells

- ✚ Install pump if possible
- ✚ Use cover lid over the well and only use clean bucket and rope to fetch the water
- ✚ Clean regularly around the water sources including the drainage channel
- ✚ Boil the water

After the discussion , split the class up into smaller groups of 4 -5 children each and ask each group to go and see some of the sources of water in their area. Back in the class room discuss what they have seen, Was it clean water or dirty ? Was it fenced ? etc.

Protecting water sources from contamination

Diseases caused by organisms that breed in water can be prevented by using water that has not been contaminated through contact with humans animals or their excrement. Thus the safest source of water is that is protected from such contact when it is underground .Surface water are more susceptible to contamination.

TOPIC 3 : SAFE USE STORAGE AND HANDLING OF YOUR DRINKING WATER (Story line ask children what they see in the drawings)

- ✚ **Jama is drinking from a container which is covered and he drinks from a special water jug to collect the water into the cup**
- ✚ **Ali is also drinking from a container , but there is no cover and he is drinking from the same cup as he put in the water for collection.**

Discussion

1) Question : Explain that dirty water can be an enemy and that most contamination occurs during the collection, transport and storage of water. Explain the importance to handle water so that it remains protected from contamination and therefore safe to drink. Even if water looks smells and tastes clean ,it may be contaminated. Organisms that cause disease are too small to be seen by the eye. Now ask the children : Make a list of diseases that can spread through un safe water and find out about them.

2)Questions: (You can ask children to draw a picture of a situation about how to avoid water from getting polluted , then organise the different in the different groups) How do we keep drinking water safely?

Answers

A) Collection and transport of drinking water the source

- ✚ Wash hands or collect hands of children before fetching water
- ✚ Wash water collection and ropes before collection. Containers used to collect ; transport and store water should be cleaned on the outside and inside every day. After cleaning them, place water containers in the sun (the heat and the light of the sun helps to kill the germs).
- ✚ Ensure that while collecting there is no washing or cleaning activities taking place nearby ,which can contaminate your water at the source.
- ✚ Do not put hands or other objects in the water being collected (children should especially be instructed on the importance of this); also not while lifting or carrying the jerry-can or container as this can contaminate the water.
- ✚ Cover the water while transporting

b) Storage and handling of drinking water (at home)

- ✚ Store drinking water in a clean containers and keep covered at al times.
- ✚ Covering them will prevent germs from getting in side.
- ✚ Store drinking water separate from other water used for cleaning , laundry and cooking food.
- ✚ Make a clean cup with a long handle to be used for taking water out of a container .Or use narrow necked container for water storage. This same cup should be used by everybody taking water from the container .This is

to prevent germs from spreading from people's hands to the water that would then spread to other people who drink the water. Don't drink from that same cup because germs might come from your mouth into the water.

- ✚ Do not allow anyone to put their hands into the container or drink directly from it.
- ✚ Keep animals out of the house and away from water supply.
- ✚ Keep faeces and waste water (especially from latrines) away from water to be used for cooking , drinking , bathing or washing .
- ✚ Dispose of waste water by guiding it to the garden or soak pit.

3) Discuss with the children the following Actions to improve our health

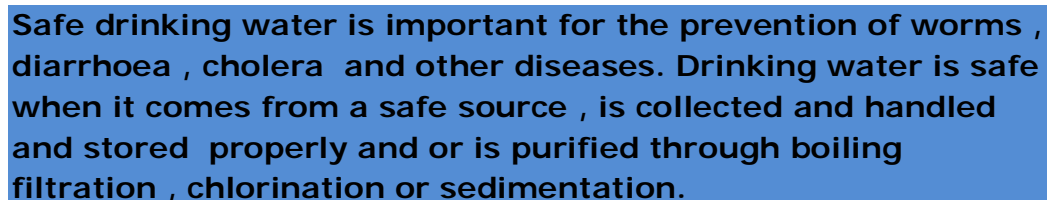
Use the most convenient water source for personal and domestic hygiene

Drinking water should be made a priority over convenience for drinking water.

In areas where there is no safe water people should purify their water by boiling , chlorinating or filtering (through sand or cloth), or through sedimentation.

It is always good to boil water before drinking : Boiling water kills germs. So if possible , water should be brought to boil and cooled before drinking. (boiling should be at least for at least 30 minutes) This is important for small children as they are less resistant to germs than adults.

Safe use storage and handling of drinking water



Safe drinking water is important for the prevention of worms , diarrhoea , cholera and other diseases. Drinking water is safe when it comes from a safe source , is collected and handled and stored properly and or is purified through boiling filtration , chlorination or sedimentation.

TOPIC 4 SAFE DISPOSAL OF HUMAN WASTE

story line : (ask children what they see in the drawings)

- ✚ Ali is defecating out in the open. He sits nearby a water source.
- ✚ Jama is using the latrine at school ,he also brought with him some water and soap to wash his hands afterwards.

Discussion

1)Question , ask the children : Why is it important to use latrines or to bury faeces

Answer: Many diseases especially diarrhoea , result when organisms (worms and germs) that breed in faeces spread to people through water food soil and flies. To prevent the spread of disease organisms from faeces to people , proper measures must be taken to dispose of faeces (using a latrine or to bury the faeces).Make children understand that many people know that faeces are dirty , but may not know that the germs in the faeces can cause diseases. Diarrhoea , worms , cholera typhoid and polio are spread when germs are passed from our faeces to hands and clothes , to the water we drink and the food we eat , making us ill.

2)Question :How can flies transmit diseases ?

Answer : If we defecate in the open , flies can sit on it and spread germs to the next place they sit on , for example your food or on your face.

3)Question : Why do some people not use a latrine?

Ask the children to explain this and discuss the reason and agree on ways of encouraging use of latrines.

4)Question : Where should we built our latrines ?

Answer

Water sources should be protected by locating latrines more than 20 -30 meters away from the source, and down hill; and digging drainage ditches up hill from the sources to channel rain water away.

Construct latrines where the disease organism in the excreta cannot com into contact with (ground) water.

5)The CTC club members can check if the holes are covered , the latrines are clean and that water for hand washing is available. If they are not clean they can report to the CTC club patrons. Child friendly latrines have hand washing facilities nearby ;appropriate dimensions and features for children. There are

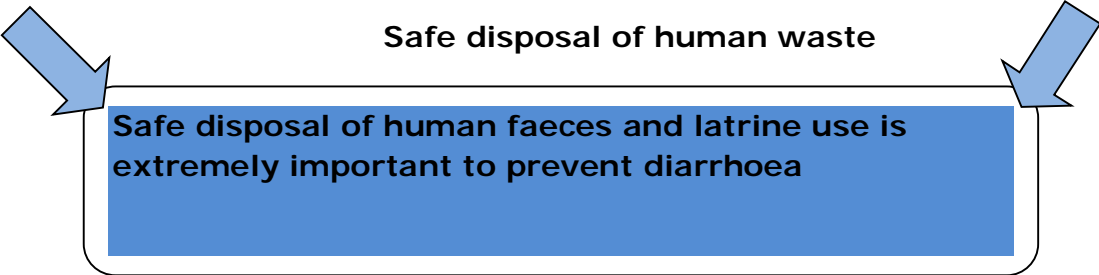
separate latrines for boys and girls and are enough to minimise waiting time and are well located.

6) Discuss with the children the following actions to improve our health:

Use a latrine

- ✚ If it is not possible to use a latrine , adults and children should defecate well away from houses , paths , water supplies and any where that children play.
- ✚ After defecating , the faeces should be buried.
- ✚ Many people think the faeces of children are harmless , but they are not. The faeces of babies and small children are 5 to 6 times more dangerous than that of adults. So if they cannot be taken to the latrine , their faeces should be cleaned up immediately and put down the latrine or buried. Don't forget to wash your hands after wards!
- ✚ Keep the faeces of animals away from homes and water sources

Safe disposal of human waste



Safe disposal of human faeces and latrine use is extremely important to prevent diarrhoea

TOPIC 5: SAFE DISPOSAL OF HOUSEHOLD/ SCHOOL RUBBISH

story line (ask the children what they see in the drawings)

- ✚ School/ Village A is dirty , you can see animal waste , human waste , no cleaning is taking place.
- ✚ School / Village B is clean .The community / the teachers and children regularly clean the village / school and dispose their garbage in a garbage pit

Discussion

1)Question :What difference do you see between village / school A (bad behaviours)and village B /school (good behaviours)?

2)Question :Why is it important to put our rubbish in a bin or garbage pit ?

Answer : Disease organisms are spread from rubbish to people through the environment and through flies when it is not properly disposed.

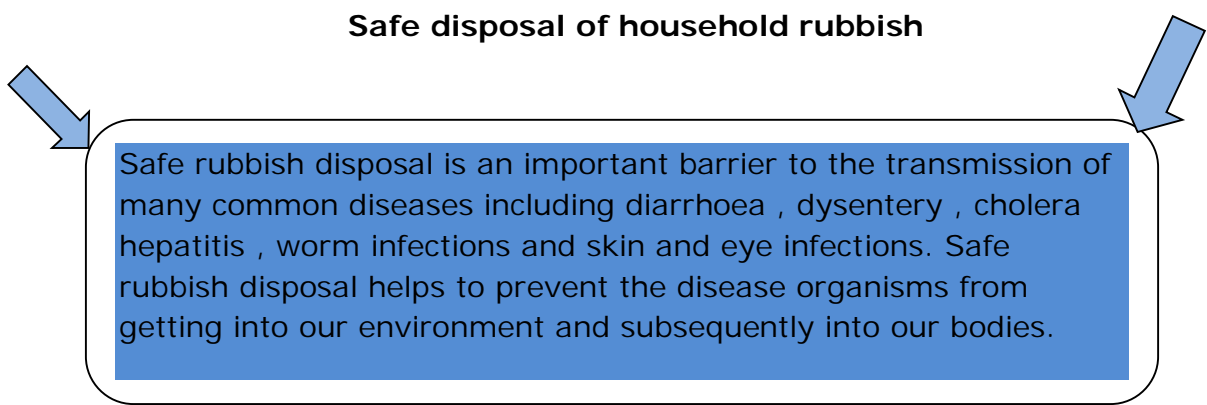
The solution therefore is to properly dispose of garbage to prevent disease organisms from spreading to people through flies and through the environment .

3) Question : Are there any rubbish pits I our school , near your home orin the village?

4) Discuss with the children the following Actions to promote good behaviours and to improve our health and well being:

- ✚ Bury or burn household waste : Every family should have a special pit where household rubbish is buried or burned every day.
- ✚ Reduce quantity of refuse to be disposed :the amount of refuse that needs to be disposed at the household level can be reduced by composting and re-use of materials such as plastic bags.
- ✚ The rubbish can be inspected to see if they are used properly

Safe disposal of household rubbish



Safe rubbish disposal is an important barrier to the transmission of many common diseases including diarrhoea , dysentery , cholera hepatitis , worm infections and skin and eye infections. Safe rubbish disposal helps to prevent the disease organisms from getting into our environment and subsequently into our bodies.

TOPIC 6 : HOW TO PREVENT DIARRHOEA

Discussion

Ask the children if they or their siblings have had diarrhoea and ask the reasons why they might have had diarrhoea . Often people use open defecation without burying their faeces or using latrines . The germs that exist in faeces can then easily be transferred through the following routes of transmission

Faeces , Fluids , Fingers, Flies ,Fields and Food

1)Question : what are the symptoms of a person suffering from diarrhoea ?

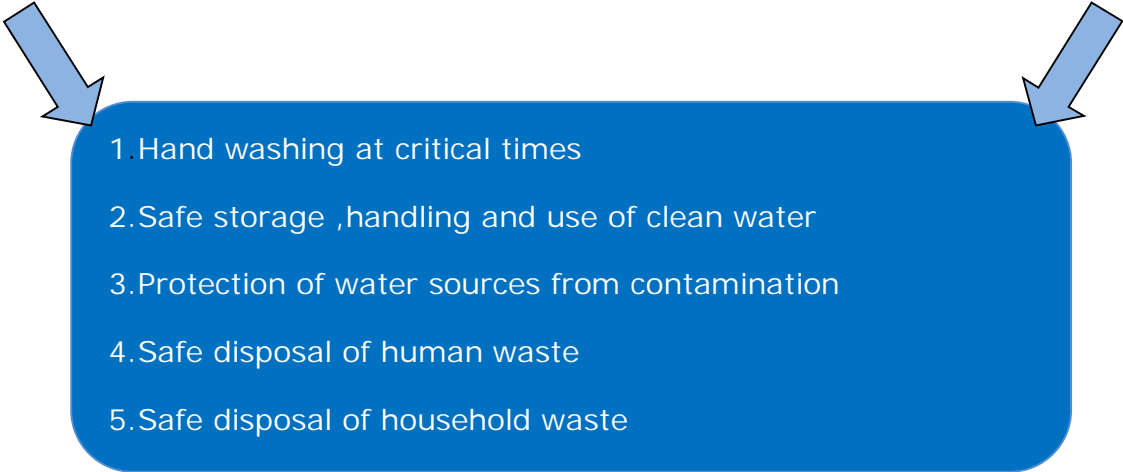
Answer: Children who have diarrhoea have a loose stool (watery faeces) and therefore lose a lot of water and salt, especially if they are also vomiting. And have a fever. Children may die of diarrhoea , usually because they lose too much water and vital salts from their bodies. This is called dehydration. Children should all know about dehydration effects and how to prevent and treat them. Giving the person plenty to drink to replace the water that is lost , as soon as the diarrhoea starts , and giving the person enough food to keep him or her strong (especially food that contains salt as this holds the water in the body).

2) Question : Describe bad hygiene behaviours that cause diseases like diarrhoea ? How can diseases be transmitted using the 6F's (faeces , fluids , fingers , flies , fields and food)

3) Question :How can the above mentioned routes of transmission be blocked to prevent diarrhoeal disease from happening?

Answer

These are the good behaviours that people should follow at all times

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1. Hand washing at critical times
 2. Safe storage ,handling and use of clean water
 3. Protection of water sources from contamination
 4. Safe disposal of human waste
 5. Safe disposal of household waste

HOW TO PREVENT DIARRHOEA

