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# Guidelines for Facilitating Child-to-Child Sessions to “Aneuk Sihat” (Health Ambassadors)

CALANG - INDONESIA

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**Table of Contents**

Introduction..... 3

C to C sessions:

- First Session..... 5
- F-Diagram and Blocking Routes..... 7
- Water..... 9
- Hand washing..... 11
- Use of Latrine..... 15
- Three pile sorting..... 17
- Feedback to Parents..... 19
- Debates..... 21
- Memory game ..... 23
- Snakes and Ladders ..... 25
- Quiz competition ..... 27
- Hand washing competition..... 29
- Drawing competition..... 31
- Painting Latrines..... 33
- Cleaning Campaign..... 35
- Comic Booklet..... 37
- Songs and Poems..... 39
- Drama – Puppet Shows..... 41
- House to House visit..... 43
- Monitoring..... 44
- Festivals..... 46

Six golden rules on learning of children..... 48

Other sessions and topics recommended to be developed..... 49

List of References..... 50

## Introduction

The Child-to-Child activities have proved that children can improve their own health and that of others through:

- Caring for younger brothers and sisters and other young children in the community (child-to-child)
- Influencing other children in their community, especially those with less opportunities and education than themselves (child-to-children)
- Sharing information with their families (child-with-family)
- Spreading health ideas and messages within their own communities (children-and community)

The Child-to-Child Approach is based on these principles:

- The Child to-Child Approach gives children new knowledge and skills and a better understanding of what they are doing. It also makes learning more interesting and more fun.
- The approach gives a new look to health education in the school. Instead of teaching children health facts about their own health, Child-to-Child encourages them to take health actions for themselves and others. This links school learning with home and community needs.
- Because the approach encourages children to work together for the good of others, Child-to-Child helps children develop their self-respect and sense of worth. This also encourages adults to value children's participation and provide support to them to express their views and contribute to social actions.

Children have important roles in the household, taking care of younger brothers and sisters, 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 to 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 parents, children are also likely to ensure the sustainability of a programme's impact.

### How can children spread health ideas and practices?

#### Children can help younger ones:

They can:

- care for them
- teach them
- show them a good example

#### Children can help others of the same age:

- Children learn from each other by doing things together.
- Children who have been to school can help others who do not have the chance to do so.

#### Children can pass on hygiene and health messages and take hygiene and health actions in their families and communities:

- They can spread knowledge they have learned.
- They can teach by being a good example.
- They can work together to spread ideas and take action in the community.

The approach is based upon the premise that hygiene practices are largely acquired during childhood – and that it is much easier to change children's habits than those of adults. Through children messages can filter back to their parents and siblings at home. The child-to-child' approach encourages children to actively participate in open discussions and, wherever possible, to share their experiences and ideas with their peers. Adults are not left out in the process because they make final household hygiene sanitation decisions.

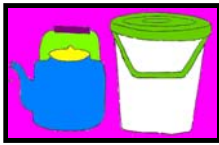
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Incorporating good hygiene and sanitation practices depends on whether mothers and fathers, and other family members such as siblings and grandparents, reinforce at home the habits that the children learn. It is therefore important that C to C sessions are combined with other activities which make parents (fathers as well as mothers) aware of sanitation and hygiene, and stimulate them to make their homes into healthy and pleasant places for all members of the family. Therefore one of the C to C sessions is focused on a feedback to parents and other relevant community members.

These guidelines contain a series of Child-to-Child sessions mainly focused on water, sanitation and hygiene components to be facilitated for "Aneuk Sihat" (Health Ambassadors) in the communities of Oxfam Calang Programme.

Main topics included in these activities are:

- Water



- Handwashing



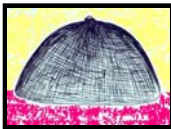
- Sanitation



- Waste management



- Food hygiene



All activities are carried out using participatory and playful learning techniques that are attractive for the children to do and help them to learn effectively. Once Aneuk Sihat have gained experience and insights they will share it with their families at home, with their friends and with other children in school. They will also be in the position to replicate the activities to other children.

The sessions are organised into:

- ✓ Objectives
- ✓ Material needed
- ✓ Implementation
- ✓ Summary
- ✓ Action plan for the week: personal compromise and group compromise
- ✓ Evaluation

Although it is not mentioned, each session will include in the beginning a review of last session and appreciation of activities done during last week. As it is shown in most of the group compromises, Aneuk Sihat will duplicate almost all the activities with other group of children in the community. So after each session they will have an activity in the community to implement by themselves the activity already done. This will also be an opportunity to reinforce messages, knowledge, skills, attitudes and practices in Aneuk Sihat.

These draft guidelines are meant specifically for public health promoters who will facilitate C to C sessions in the communities. After being tested it will be easy to modify and adapt them for school programme where they will be used by teachers. In the schools groups of Aneuk Sihat will form school health clubs. For school programmes, it will be necessary to develop other sessions based on new topics in coordination with District of Health.

# First session



## Objective:

- *Allow children to become familiar with the facilitators and other children*
- *Encourage children to participate actively in different activities*
- *Facilitate children understand the role of Aneuk Sihat and how the group of Aneuk Sihat will work*

## Materials needed:

- A ball of wool
- Flipchart
- Markers
- Folders for each child (containing notebook, pencil, rubber, eraser, rule, colour pencils)

## Implementation

- ✓ Introduction of participants through “ball of wool” wool technique

Participants sit in a circle. Each participant will introduce to the group saying their name, their favourite colour, their class and their favourite meal. A ball of wool is given to the first one and when he/she finishes he/she will throw the ball to another participant holding the end in his/her hands. The participant who catches the ball will do the same: he/she will make the introduction, hold the wool in his/her hands and throw the ball to another participant. When all participants finish introduction, it will be explained that now ball of wool will go back: each participant need to throw it again to the person from who he/she received it but before throwing it back they should mention the name, favourite colour, class and favourite meal.

- ✓ Brainstorm of “**What is health?**” (using flipchart)

Some ideas to highlight are:

- Health is a very important part of our education. If we don't learn to be healthy we cannot live happily or study well.
- Health is everyone's concern not just that of doctors. Children have just as much responsibility as adults to keep themselves healthy and to help others become healthy.
- The most important way of remaining healthy is to prevent illness from taking place.
- Health is not just related to our body. It also means having an active mind and a happy and healthy life.
- Good health is based upon knowledge about health. If we don't know and understand important things, ideas and skills necessary for good health, we can not spread our ideas properly.

- ✓ Divide children in groups to think about: **How children can spread health ideas and practices?**

Some ways to reinforce are:

- Children can help younger ones. They can care for them, teach them and show them a good example
- Children can help others of the same age. They can learn from each other by doing things together
- Children can pass on health messages and take health action in their families and communities. They can spread knowledge they have learned, they can teach by example and they can work together to spread ideas and take action in the community.

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- ✓ Introduction of “Aneuk Sihat” (flip chart).

Brainstorm of **What is an “Aneuk Sihat”?** according to them. In summary: Aneuk Sihat is a child who:

- will know subjects related with health,
- will spread health ideas to their family, other children and adults in their community,
- will practice good health practices,
- will teach others good health practices
- take action in the community

- ✓ How should be an “Aneuk Sihat”?

- A good example for others
- Interested for health issues
- Responsible
- Generous
- Respectful
- With commitment
- Friendly
- Honest
- Enthusiastic
- Accepted by others
- Working well with others
- .....

- ✓ What activities will we do as a group?

- Meetings
- Songs
- Drawings
- Work groups
- Games
- Drama
- Campaigns
- Demonstrations
- Competitions
- .....

- ✓ How often?

- Weekly, every two weeks or every three weeks...

### **Summary and Evaluation**

- **Ask children to define health.**
- **Ask “How children can spread health ideas and practices”? “What is an Aneuk Sihat”? How should be an “Aneuk Sihat”? “What activities they will do as a group of Aneuk Sihat”?**

### **Action plan for the week**

- ✓ Personal compromise

- Think about all this discussion at home. If they are willing to become an “Aneuk Sihat” make the commitment to participate in all the following meetings.
- Share these ideas and compromise at home with parents, brothers, sisters and friends.

## F-Diagram and Blocking Routes

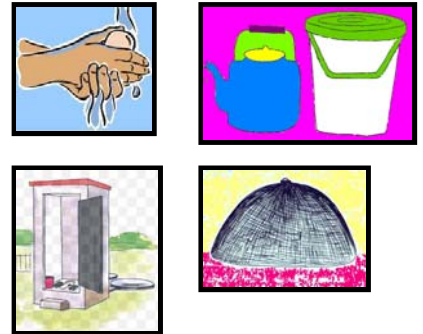


### Objective:

- Understand the transmission of diarrhoeal diseases
- Identify ways of blocking the transmission
- Familiarize and practice the F-diagram and Blocking routes techniques

### Materials needed:

- Flipchart
- Markers
- F-diagram kit - two sets and one set for each child
- Blocking routes kit – two sets and one set for each child
- Balloons



### Implementation

- ✓ Today we are going to talk about transmission of diseases like diarrhoea and how we can prevent it.
- ✓ Set up pictures of F- Diagram technique on a board and ask children what they think of these pictures.
- ✓ Explain Aneuk Sihat the diagram of routes of transmission.
- ✓ Ask two or three volunteers to go and explain it again.
- ✓ Ask children how they think these routes can be blocked.
- ✓ Place the blocking pictures on each of the transmission routes (covered food picture will block open food and flies). After explanation take out the pictures.
- ✓ Divide the children in two groups and give a set of F-diagram. Ask each group to set up the F-Diagram. One or two children should explain the diagram in the group.
- ✓ Give each group the blocking pictures and ask them to block the routes. One or two children should explain the blocking routes.
- ✓ Discuss with children "What type of diseases can be transmitted in this way? How can we prevent it?"
- ✓ Distribute children balloons and markers. After having blown up the balloons, ask children to write a message or make a drawing on the balloons about how to prevent diarrhoeal diseases.
- ✓ After finishing the technique, give each child a kit of F-Diagram and a kit of Blocking routes to keep in their folders and take home.

### **Summary**

- **Transmission of diarrhoeal diseases can be through water, fields, food, flies and hands.**
- **We can block this transmission taking safe water, covering our food, washing our hands with soap, using latrine...**

### **Action plan for the week**

- ✓ Personal compromise
  - Practice the F diagram and blocking routes at home
- ✓ Group compromise
  - Share this information at home with our parents

### **Evaluation**

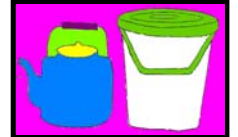
- ✓ Ask one child to make again the F-Diagram and another child to block it with the good practice pictures.

# Water



## Objective:

- *Increase children knowledge about identification of safe and unsafe water sources*
- *Increase children practice on the proper way of transport and storage of water at home*
- *Involve children in promotion of safe ways of collection, transport and storage of water*



## Materials needed:

- Manila paper
- Markers
- Glue
- Pencils
- Scissors
- A4 paper
- Different water containers
- T-shirts with water messages

## Implementation

- Ask Aneuk Sihat to identify which types of water sources are found in their community: a river or stream, a pond, a lake, a dug well, etc.
- Ask the children to form groups according to the type of sources in their area.
- Invite each group to depict their source in the way they prefer, for example by making a drawing using markers, pencils, manila paper or by using tear and paste/cut and paste methods.
- When each group has finished, ask them to identify the practices in the community that contaminate the source.
- Draw two columns on the board labelled “safe” and “unsafe”. In the one labelled ‘safe’ ask the children to write the water sources that they consider “safe”. In the ‘unsafe’ column, write down the unsafe water sources.
- Motivate discussion on how they can keep “safe” the water sources.
- If boiling water is the “safe” practice in the community, give particular emphasis on boiling water at least 3 minutes (\*).
- Show the children different containers for transporting water used in their community (with and without lids, dirty and clean ones)
- Ask them to identify the “safe” and “unsafe” containers giving the reasons of their option.
- Ask the children to write the water containers that they consider “safe” in the column labelled “safe”. In the “unsafe” column, write down the unsafe water containers.
- Let the children make a drawing on how they store water at home. Once they finish they will display them on the wall.

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- Ask children to classify each drawing into “safe” and “unsafe” ways of storing water. Display each drawing under the correspondent “safe” or “unsafe” column.
- Distribute one T-shirt for each Aneuk Sihat. Discuss with them message and drawing. T-shirt will be used when they do activities in the community related to water.

#### **Summary**

- **At the end of the session the moderator will encourage children to sum up “safe” and “unsafe” ways of collecting, transporting and storing water at home based on the columns.**
- **Ask the children to copy the two lists in their notebooks.**

#### **Action plan for the week**

- ✓ Personal compromise
  - Share the “safe” and “unsafe” lists with parents, brothers, sisters and friends at home.
  - Discuss with them if the way they are handling water at home is safe and if it is not what they could do to improve it.
- ✓ Group compromise
  - Aneuk Sihat will invite other children and they will facilitate the same activity and discussion on water collection, transport and storage to these children.

#### **Evaluation**

- ✓ Randomly ask individual children to mention at least two safe and two unsafe methods of collecting, transporting or storing water.

# Hand washing



## Objective:

- Increase children knowledge of the importance of hand washing with soap at critical times.
- Children start practicing hand washing with soap at critical times.



## Materials needed:

- Bucket
- Scoop
- Soap
- Soap case (it can be made with an empty plastic bottle)
- Two pieces of white towel
- Closed recipient with quizzes
- Weekly sheet and pens
- T-shirts with hand washing messages

## Implementation

- ✓ Explain Aneuk Sihat that today we will discuss about hand washing.
- ✓ Let's see two different ways of washing hands.
  - Ask 8 or 10 volunteers and divide them in two groups
  - Ask them to wash hands, one group with water and soap and another one just with water (the way to wash their hands is pouring water into a bucket, some other children will help)
  - Give one piece of white towel to each group to dry their hands
  - Compare hands and pieces of towel. Show hands from different groups to participants as well as towels.
- ✓ Reflection
  - Ask which is the best way of washing hands and why?
  - Can they get diarrhea if are hands are dirty? How?
  - What is the cause of diarrhea in this case?
  - Explain about germs: "Some small living things that we can't see but they are very harmful and can cause different diseases" What will happen with germs if they wash their hands with soap?
  - When they think it is most important to wash hands? Reinforce two key times: before eating and after defecation.
- ✓ Then everybody will wash hands again in the right way with soap
- ✓ Song about handwashing

### Washing hands song (Bahasa)

Cuci tangan tuk kesehatan iaiaia...o...  
Jangan lupa pakai sabun...iaia...o...  
Cuci tangan sebelum makan...iaia..o..  
Jangan lupa pakai sabun..iaia..o...

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Cuci tangan setelah e'ek..iaia..o..  
Jangan lupa pakai sabun..iaia...o..  
Tangan harum semuanya sehat...iaia..o..

### **Washing hands song (Acehnese)**

Rah jaroe tuk kesehatan..iaia..o...  
Bek tuwo pakek sabun..iaia...o...  
Rah jaroe wate pajoh bu ...iaia..o..  
Bek tuwo pakek sabun..iaia...o..  
Rah jaro kaleh eek..iaia..o...  
Bek tuwo pakek sabun..iaia...o  
Jaroe wangi mandum sehat..iaia...o..

- ✓ Distribution of T-shirt with hand washing message to each Aneuk Sihat. Discuss with children about message and drawing. T-shirt will be used when they do activities in the community related to hand washing.
- ✓ Distribution of soap for each Aneuk Sihat: they will give to their mothers explaining that the soap should be available for hand washing.

### **Summary**

- **Washing hands with soap is better than washing just with water**
- **Washing hands with soap will help to be healthy**
- **Handwashing with soap before eating and after defecation will prevent diseases like diarrhoea**

### **Action plan for the week**

- ✓ Personal compromise
  - Can they practice hand washing with soap at home?
  - When are they going to wash their hands with soap?
  - Where can they keep the soap?
  - Where can they wash their hands?
  - Each child will take home a paper where they will mark each time they wash their hands per day during the week. They will write their name and they can make some drawings on it.
- ✓ Group compromise
  - Share this information and their personal compromise at home with their parents
  - Make 3 or 4 groups of "Aneuk Sihat" and ask each group to bring other children to next meeting where they will repeat what they have done.

### **Evaluation**

- ✓ Quizzes
- ✓ Ask the children to repeat the song

**Quizzes**

- 1- When is it important to wash our hands with soap? (two important moments)
- 2- When is it important to wash our hands with soap? (two important moments)
- 3- What happens if we don't wash our hands before eating?
- 4- What happens if we don't wash our hands with soap after defecation?
- 5- Could you sing the song of handwashing?
- 6- What is our personal compromise for this week?
- 7- What is our personal compromise for this week?
- 8- Why is it important to use soap for handwashing?
- 9- Why is it important to use soap for handwashing?
- 10- Could you jump 12 times
- 11- Could you sing a song you learnt at school?
- 12- Could you run around the room five times?

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## Use of latrine



### Objective:

- Increase children knowledge about identification of safe and unsafe practices of defecation
- Increase children practice on the proper use and maintenance of latrines
- Involve children in promotion of proper use of latrine



### Materials needed:

- Pictures with unsafe practices of defecation
- One or two latrines to do demonstration
- Different cleaning materials
- T-shirts with latrine message



### Implementation

- Ask Aneuk Sihat to mention which types of toilets/ways of disposing of stools they already know.
- Discuss which ways the children think are better than others and why.
- Show children pictures with unsafe practices of defecation which are common in their community or area. Discuss risks related to them.
- Take the children to one latrine and organize a demonstration of proper use of it. This may be done through a role-play and a demonstration of proper steps, or proper and improper steps. Steps will include hand washing with soap after using latrine.
- After the demonstration, show the children the different materials needed for cleaning the latrine.
- Each child will pick up one cleaning material, name it and say the use.
- Children will demonstrate proper and improper steps of cleaning the latrine.
- After that discuss with them the effects of not taking care of latrines.
- Distribute one T-shirt for each Aneuk Sihat. Discuss with them message and drawing. T-shirt will be used when they do activities in the community related to use of latrine.

### Summary

- **At the end of the session the moderator will encourage children to sum up “safe” and “unsafe” practices of defecation.**
- **Ask children to mention the steps of using the latrine properly.**
- **Emphasize the need for proper care of the latrine.**

### Action plan for the week

- ✓ Personal compromise
  - Share with parents, brothers, sisters and friends the discussion of the day.
  - Practice the steps of proper use and cleaning of latrine at home.

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- ✓ Group compromise
  - Aneuk Sihat will invite other children and they will facilitate the same activity to them (including the demonstration of proper use and cleaning of latrines).

## **Evaluation**

- ✓ Randomly ask individual children:
  - to mention one safe and one unsafe methods of excreta disposal
  - to demonstrate the proper use of latrine
  - to demonstrate the proper cleaning of latrine

## Three pile sorting



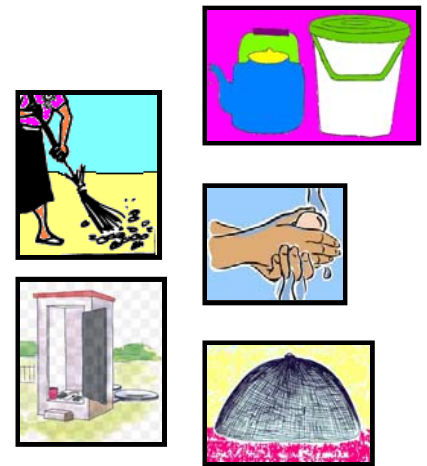
### Objective:

- *Identify and discuss common hygiene practices that are considered good or bad for health in their village*
- *Identify possible solutions for bad practices*
- *Apply the 3 pile sorting tool with community group as public health promotion method*

### Materials needed:

- Three pile sorting sets (one for each Aneuk Sihat)
- A4 paper
- Extra colours (just in case they forgot the colours at home)

### Implementation



- Divide Aneuk Sihat in two groups
- Give each group a set of three pile sorting
- Ask them to divide the pictures in three sets: what is “good”, what is “bad” and what is “in between” (not very good but not very bad). To decide if one picture is good, bad or in between the group will discuss and reach a consensus.
- Make a plenary asking different children to explain the pictures (ideally all participants will explain one)
- If one group says certain picture is good and another group says the same picture is “in between” promote discussion to reach one common conclusion
- After finishing leave “bad” and “in between” practices on the floor and ask them to select the practices happening in their village.
- Once they select “bad” and “in between” practices that are happening in their community, ask them for possible solutions. What can they do?
- Distribute one blank paper for each child and ask to draw a personal compromise for the following week based in the discussion of solutions for “bad” and “in between” practices.

### Summary

- **After finishing each child will present their drawing and explain the personal compromise to the group.**

### Action plan for the week

- ✓ Personal compromise
  - Implement the activity represented in the drawing made by each child during the week.

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- Share the personal compromise and drawing with their parents and friends.
- ✓ Group compromise
- Replicate this activity with other children group in the community. Children will organize the group and they will propose the date.

#### **Evaluation**

- ✓ Choose pictures from three pile sorting and ask different children if it is “good”, “bad” or “in between” and why.

## Feedback to parents



### Objective:

- *Provide an opportunity to children to share with their parents and other relevant community members activities they have already done and activities they plan to do in the community*
- *Enable children to demonstrate their knowledge and good practices to adults*
- *Motivate children to feel and recognize the importance of promoting good practices through parents and other relevant community members feedback*
- *Request parents and other relevant community members support for implementation of different activities in the community.*

### Materials needed:

- Various - according to the selected activities to be implemented

### Implementation

*This feedback session will be planned after having facilitated initial C to C sessions and before Aneuk Sihat start activities at community level like house to house visit, competitions, monitoring, campaigns, demonstrations, etc.*

*Parents, Keucik, WATSAN committee, Health cadres and other relevant community members like religious leaders, teachers, etc will be invited to this session.*

*Activities to be done during this session will be selected and assigned to different Aneuk Sihat who will perform them.*

- Welcome all participants.
- Introduction: each Aneuk Sihat says her/his name and introduces her/his parents. Other participants are also introduced.
- Explain the objective of this special meeting: to share what Aneuk Sihat have been doing during their meetings and what they are planning to do in the community.
- Different Aneuk Sihat will start presenting and sharing what they have done during different sessions. Sharing will include drawings, songs or role-plays already done. Personal and group compromise will also be shared.
- Some interesting sessions to share are:
  - ✓ F- Diagram and blocking routes
  - ✓ Water
  - ✓ Hand washing (including demonstration and song)
  - ✓ Use of latrine
- Parents and community members share their opinions about what they have seen and heard and what they would like to say to Aneuk Sihat
- Explain importance of Aneuk Sihat's commitments as well as parents and other community members' support.

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- Share future activities (including schedule) and ask their opinion and specific support according to each activity. Write down the names of volunteers who will support different activities during implementation.
- Ask for any other suggestions or comments.
- Thanks everybody.

#### **Summary**

- **At the end of the session the facilitator should sum up the last discussion and emphasize on conclusions based on suggestions and support offered by community members.**

#### **Action plan for the week**

- ✓ Group compromise
  - Share schedule of activities and responsible person for each one.

## Debates



### Objective:

- *Promote health messages through active engagement of children in challenging each other's knowledge, attitude and practice in an open forum*
- *Improve children health promoting practices through sharing and discussion amongst their peers.*

### Materials needed:

- Manila paper
- Markers
- Glue
- Stapler
- Megaphone



### Implementation

*Debates are an effective method of disseminating health and hygiene messages because through them adults and children actively engage in challenging each other's knowledge attitude and practice in an open forum. Through debates children can be able to discuss amongst each other what they would not have been able to discuss with an elderly motivator. Debates are only useful when they are linked to health risks already identified in the community.*

- Aneuk Sihat should select a topic for debate and link it to what they have identified as health risk.
- The most essential thing for a debate is opposing viewpoints so there will be presented two different practices or statements.
- Select a moderator for the session.
- Decide on the length and format of debate. Debates could also include questions. Questions can be prepared and asked by the moderator or can be asked by any participant in the debate.
- Select one or more related items which will represent each statement. For example if the debate is about hand washing, selected items could be: hand, soap, germ, water, dirtiness, etc. Choose members of the group to represent these items and prepare a proper costume for these members with manila papers and markers.
- Each item will make statements which will be replied by other items' statements; they can defend their position or accuse other items position.
- The participants should be involved in the debate asking questions, answering questions, supporting some statements or opposing some ideas or practices.

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- Each participant have the right to talk but should be one each time listening carefully to each other. The moderator will take care of this.
- Decide on prizes to be given to the children representing items and to the participants of the debate.
- It can be also prepare an opening and closing statement by the moderator.
- Rehearsal on selected topic should be done first at Aneuk Sihat meeting and later on with a bigger group of children.

### **Summary**

- **At the end of the session the moderator should sum up the discussion and emphasize on the importance of a positive health practice.**

### **Action plan for the week**

- ✓ Personal compromise
  - Prepare or improve statements and questions to present in next debate session supporting or opposing ideas already discussed.
  - Invite friends and relatives to the next debate.
- ✓ Group compromise
  - Organize a debate with the same topic with a bigger group of children. Adults can also be invited.

### **Evaluation**

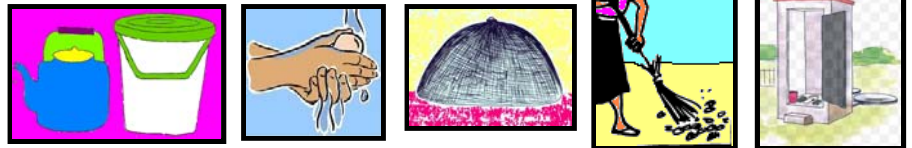
- ✓ The debate process is an evaluation in itself. Children can be able to discuss their beliefs, share their knowledge and defend their opinion freely so it will be a good opportunity to assess their level of knowledge, practices and behavior.

## Memory game



### Objective:

- Increase children knowledge about identification of safe and unsafe practices related to health, water and sanitation.
- Promote visualization of key health practices and analytical thinking related to them.
- Evaluate children knowledge and understanding through an interactive and entertaining game



### Materials needed:

- Set of pictures (12 pairs or more). Pictures could be the same as the three pile sorting technique. Or children could make special drawings for this game. Pairs will be made of safe and opposite unsafe practices. For example:
  - ◆ Open defecation / Using a latrine
  - ◆ Water transport in open recipient / Water transport in closed recipient
  - ◆ Hand washing without soap / Hand washing with soap
  - ◆ Uncovered food / Covered food
  - ◆ Dirty latrine / Clean latrine
  - ◆ Unprotected well / Protected well
  - ◆ Water storage in open recipient / Water storage in closed recipient
  - ◆ Rubbish spread around the house / Rubbish place in a rubbish pit
  - ◆ Drinking water from the river / Drinking water after boiling
  - ◆ Dirty child / Clean child
  - ◆ Animals around the house / Animals in the corral
  - ◆ Children eating outside without washing hands / Children eating after washing hands

### Implementation

- ✓ Choose an appropriate place to spread the pictures on the floor or on the wall. Pictures turned upside down will be placed in 4 rows.
- ✓ Number of participants to play 3 to 6.
- ✓ Explain the objective of the game: the participant who collects more pairs of pictures will be the winner.
- ✓ Explain the rules of the game: each time it is a participant turn, he/she will turn two pictures face up. If these pictures are the same safe and unsafe practice they will win the pictures. If not, they have try to

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remember where they are located and hope that they find a pair in their next turn. Another condition to pick up the pictures is that they should say why certain practice is safe and unsafe. If they pick up the right pair but they don't know why they are safe and unsafe they will place them again on the floor or wall and lose their turn.

- ✓ After finishing other children could play but pictures must be mixed and arrange them again in four rows.
- ✓ If there are many rounds, final round could be just of winners.
- ✓ All participants will win awards and winners special awards.

### Summary

**Good practices:** (to list the practices in the pictures)

- .....
- .....

**Bad practices:** (to list the practices in the pictures)

- .....
- .....

### Action plan for the week

- ✓ Personal compromise
  - Can we memorize good and bad practices mentioned in this game for next meeting?
  - Which good practices we can implement at home this week?
- ✓ Group compromise
  - Invite friends to play "Memory game" Agree on a date and a place to meet with all Aneuk Sihat group.
  - Aneuk Sihat will explain the game, organize and support the children to play "Memory game". This time they will not play the game.
  - Aneuk Sihat will promote personal compromise for all assistants.

### Evaluation

- ✓ Ask different children to mention one good habit without looking at pictures. Ask other children to explain why this habit is good.
- ✓ Ask other children to mention one bad habit without looking at pictures. Ask different children to explain why this habit is bad.

## Snakes and ladders



### Objective:

- Increase children knowledge about good and bad practices related to hygiene, water and sanitation.
- Encourage children to adopt good practices and reject bad practices for their daily life in an entertaining way

### Materials needed:

- Snakes and ladders plastic sheet
- Dice or bottle with numbers
- Megaphone (*The use of megaphone will motivate children and reinforce messages*)



### Implementation

- ✓ Choose an open place, check that the ground is free of stones, holes, etc and extend the snakes and ladders plastic sheet on the ground.
- ✓ Explain the objective of the game: to be the first player to escape as many of snakes as possible and safely reach the space 80 at the end of the plastic sheet.
- ✓ Explain the rules of the game: three participants will play the game (they will remove their shoes to play), one participant will throw the dice or take a number from the bottle (in case they don't have a big dice) and all other children will participate as "assistants".
- ✓ To start all participants will stand on number 1. The participant with the dice must throw the dice for each player and the one who gets the highest number starts the game.
- ✓ The player moves forward the number of spaces indicated on the dice (eg. if a player has got 4, then the player must move 4 spaces forward)
- ✓ If the last space that the player has landed on has no picture, the next player takes his turn.
- ✓ If a player lands on the head of a snake all assistants will say "Buuuuhhh". This means that the player has automatically landed on a picture showing bad behaviour. The player must go directly to the space with message situated at the tail of the same snake. Landing on the snake's head is bad luck as the player is forced to move backwards. All assistants will read the message and the facilitator of the game will ask "Why this practice is bad?" Any assistant can answer the question using megaphone. Then the game continues. If they don't know the answer the facilitator will help and next time they will know.
- ✓ If a player lands on the bottom of the ladder all assistants will clap. It means that the player has landed on a picture showing good behaviour. The player must go directly to the space at the top of the ladder which shows a message. Landing at the bottom of the ladder is good luck as the player gets to climb the ladder getting nearer to the winning point. All assistants will read the message and the facilitator of the game will

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ask “Why this practice is good?” Any assistant can answer the question using megaphone. Then the game continues. If they don’t know the answer the facilitator will help and next time they will know.

- ✓ The first player to reach the last space (number 80) has won the game. But to win the game the player has to land exactly on number 80. If the player gets a higher number than the number needed to land on 80, then he must move forward till 80 and then back the number of movers remaining in the throw. For example, if the player is on number 78, he needs a 2 throw to win the game. But if the player gets a 3, he will move two spaces forward till 80 and then back one space to 79.
- ✓ When the game is over, another three children can start the game again if time is available.

## Summary

**Good practices:** (to list the messages written with the ladders)

- .....
- .....

**Bad practices:** (to list the messages written with the snakes)

- .....
- .....

## Action plan for the week

- ✓ Personal compromise
  - Can we memorize good and bad practices mentioned in this game for next meeting?
  - Which good practices we can implement at home this week?
- ✓ Group compromise
  - Invite friends to play “Snakes and ladders” Agree on a date and a place to meet with all Aneuk Sihat group.
  - Aneuk Sihat will explain the game, organize and support the children to play “Snakes and Ladders”. This time they will not play the game.
  - Aneuk Sihat will do evaluation of the game in the end.
  - Aneuk Sihat will promote personal compromise for all assistants.

## Evaluation

- ✓ Ask different children to mention one good habit. Ask other children to explain why this habit is good.
- ✓ Ask other children to mention one bad habit. Ask different children to explain why this habit is bad.

## Quiz competition



### Objective:

- Evaluate children knowledge, understanding and behaviour of public health issues in their village.
- Identify components or areas which need to be reinforced.
- Motivate children to learn more and think analytically.

### Materials needed:

- Quizzes
- Container for quizzes
- Pictures if quizzes are associated with them
- Scoring chart
- Megaphone



### Implementation

- Questions and answers must be prepared in advance according to the topic (one or more) selected. Questions must be clear and specific. Example of questions:
  - ✓ How do people get diarrhoeal diseases?
  - ✓ Ask participant to analyse a picture and say if it is good or bad.
  - ✓ When is it important to wash our hands with soap? (mention two important moments)
  - ✓ Why is it important to use soap for hand washing?
  - ✓ Mention a safe way of transport water.
  - ✓ What do you do after using the latrine?
  - ✓ How do you keep drinking water at home?
- Children can participate individually or in groups.
- Choose the methodology for quizzes. It can be associated to pictures or just questions. If it is just questions they could be placed in a container and mixed before participants choose one.
- The participants have to answer the questions in the time specified.
- Decide on the quizzed panel, scoring criteria and jury members.
- Decide on prizes to be given to the children representing items and to the participants of the debate.

### Summary

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- **At the end of the session the moderator will reinforce the importance of having knowledge to protect our health and practice safe hygiene practices. He/she should sum up the punctuation and mention the winner group or participant, congratulate everybody for participation and motivate other children to participate next time.**

#### **Action plan for the week**

- ✓ Personal compromise
  - Prepare or improve answers to be prepared for next quiz session
  - Invite friends and relatives to the quiz session.
- ✓ Group compromise
  - Organize a quiz competition with a bigger group of children. Adults will also be invited.

#### **Evaluation**

- ✓ The quiz session is an evaluation in itself. Children can be able to express their beliefs, share their knowledge and defend their opinion freely so it is a good opportunity to assess their level of knowledge, practices and behavior.

## Handwashing competition



### Objective:

- Reinforce children knowledge of the importance of hand washing with soap at critical times.
- Children start practicing hand washing with soap at critical times.
- Increase community awareness of importance of hand washing with soap



### Materials needed:

- Bucket
- Scoop
- Soap
- Soap case (it can be made with an empty plastic bottle)
- Closed recipient with quizzes

### Organization of drawing competition at village level

- ✓ Agree on day, time and place for the competition
- ✓ Define categories of participants. If they are many children, categories could be: 5 & 6, 7 & 8, 9 & 10 and 11 & 12. If not, make just two or three categories. Each category will be divided in two groups as it is a group competition (not individual)
- ✓ Jury could be made up of Keucik, Watsan committee members, Health Cadres, DHO representatives, etc

### Implementation

- ✓ Aneuk Sihat will support the competition and organization. They will wear T-shirts with hand washing messages.
- ✓ Explain the objective of the competition: to be the group who has more participants who wash hands and can answer questions correctly. It is not important to finish first but to do the activity in the right way. For small children the competition is just washing hands, not answering questions.
- ✓ Place two buckets with an equal amount of water and two cakes of soap, on a soap case or something similar, at one end of a long stretch of open space and at some distance from each other.

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- ✓ Ask the children to choose one child in each group who will be the water dispenser but before finishing this child also must wash their hands.
- ✓ Jury will be position between the two buckets as the referee team.
- ✓ Punctuation will be: one point per each child who washes their hands correctly and per each question answered in the right way.
- ✓ Explain that the two groups will race each other to the buckets and wash their hands. The next child can start when the first one has come back.
- ✓ It is very important to wash their hands in the right way even if it takes more time. If one child forgets to use soap points will be discount to their group.
- ✓ After finishing hand washing the jury will ask questions related to hand washing. Each group will select a representative in charge of answering questions. Same amount of questions will be asked to each group. Questions will be placed in small papers in a container and one representative of each group will choose one each time. Example of questions:
  - Ask which is the best way of washing hands and why?
  - What can the use for hand washing if soap is not available?
  - Why is hand washing important?
  - What may happen if you do not wash your hands?
  - When is it important to wash our hands with soap? (two important moments)
  - What happens if we don't wash our hands before eating?
  - What happens if we don't wash our hands with soap after defecation?
  - Why is it important to use soap for hand washing?
- ✓ The winner group is the one with higher punctuation. Awards will be distributed to all participants.

### Summary

- **Everybody sing the song about hand washing. Aneuk Sihatek will teach it if children don't know.**

#### Washing hands song (Bahasa)

Cuci tangan tuk kesehatan iaiaia...o...  
Jangan lupa pakai sabun...iaia...o...  
Cuci tangan sebelum makan...iaia..o..  
Jangan lupa pakai sabun..iaia..o...  
Cuci tangan setelah e'ek..iaia..o..  
Jangan lupa pakai sabun..iaia...o..  
Tangan harum semuanya sehat...iaia..o..

#### Washing hands song (Acehnese)

Rah jaroe tuk kesehatan..iaia..o...  
Bek tuwo pakek sabon..iaia...o...  
Rah jaroe wate pajoh bu ...iaia..o..  
Bek tuwo pakek sabon..iaia...o..  
Rah jaro kaleh eek..iaia..o...  
Bek tuwo pakek sabon..iaia...o  
Jaroe wangi mandum sehat..iaia...o..

### Action plan for the week

- ✓ Personal compromise
  - Can they practice hand washing with soap at home?
- ✓ Group compromise

- Share this information and their personal compromise with their parents at home.

### Evaluation

- ✓ The quiz session will be as evaluation in itself. Children can be able to express their beliefs, share their knowledge and defend their opinion freely so it is a good opportunity to assess their level of knowledge, practices and behavior.

## Drawing competition

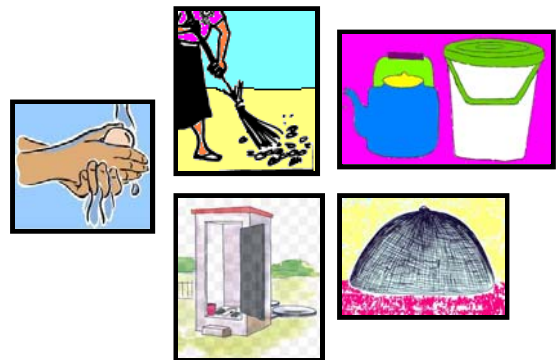


### Objective:

- Stimulate discussion with children on how to improve health through good practices on hygiene, water or sanitation topics
- Motivate children to feel and recognize the importance of promoting good practices through their drawings and to develop a keen sense of personal responsibility amongst them for their community health.
- Increase community awareness of good practices on an specific topic through children's drawings

### Materials needed:

- A4 white papers
- Black pencils
- Rubbers
- Crayons or colours



### Implementation

- ✓ First competition will be at Aneuk Sihat level and then a bigger competition will be organized at village level by Aneuk Sihat.
- ✓ Choose a message which will be used as the competition topic (messages could be related to hygiene, sanitation, water, etc). Discuss this message and topic with the children highlighting good practices which help to protect health.
- ✓ Encourage children during discussion to be creative and imaginative in developing their drawings.
- ✓ Distribute papers and colours to children.
- ✓ Give specific time to complete the drawing and announce the children when 10 or 15 minutes are remaining to finish.
- ✓ Once the time is over, ask each child to show their drawing, explain it and relate it to the good practice and message selected for the competition.
- ✓ Collect all drawings and give a break time to the entire group while the jury decides on the winners.
- ✓ There will be at least three winners (first, second and third place) but all participants will receive rewards.

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- ✓ Organize with Aneuk Sihat and selected jury a village competition. Aneuk Sihat will wear T-shirts with messages related to competition.

### **Organization of drawing competition at village level**

- ✓ Agree on a topic, message, day, time and place for the competition
- ✓ Define categories of participants. If they are many children, categories could be: under five, 5 & 6, 7 & 8, 9 & 10 and 11 & 12. If not, make just two or three categories.
- ✓ Competition will follow up same activities done with Aneuk Sihat starting with discussion (see above, "Implementation"). The difference is that this time Aneuk Sihat will lead the implementation of activities and tasks during the competition with support of Jury and PHP Officers.
- ✓ Drawings must be drawn only by the children participating in the competition without assistance and must be produced in the day, place and time agreed for the competition.
- ✓ Children must indicate name, address and age on the back of the drawing
- ✓ Jury could be made up of Keucik, Watsan committee members, Health Cadres, DHO representatives, etc
- ✓ Once the competition is finished an exhibition of drawings will be organized inviting community to participate. In this exhibition children will show and explain their drawings (being an opportunity to discuss about good practices on selected topic in the community) and winners will be presented.

### **Summary**

- **Based on the topic discussion highlight the good related practices and associate them with the drawings made by children.**

### **Action plan for the week**

- ✓ Personal compromise
  - Share the drawing with family members and friends with a proper explanation related to the message.
  - Invite friends and relatives to the village competition.
- ✓ Group compromise
  - Organize a drawing competition at village level.

### **Evaluation**

- ✓ Ask each child to show their drawing, explain it and relate it to the good practice and message selected for the competition.

## Painting latrines



### Objective:

- Reinforce children knowledge and practices on proper use of latrine
- Involve children in promotion of use of latrine through interactive and entertaining activity
- Disseminate key messages on proper use of latrine through children's drawings



### Materials needed:



- A4 white papers
- Black pencils
- Rubbers
- Crayons or colours
- Brushes in different sizes
- Oil paintings in different colours
- Thinner (managed by adult person)

### Implementation

- ✓ Introduce and motivate Aneuk Sihat to the activity of painting messages or drawings on latrines. Drawings or messages must be focused on proper use of latrine.
- ✓ First drawings and messages will be done in white papers. Give papers and colours to children to make drawings and messages.
- ✓ Encourage children during discussion to be creative and imaginative in developing their drawings and messages.
- ✓ After finishing each child will present and explain their drawing and message.
- ✓ Children will select the ones where messages and drawings on proper use are clear and attractive.
- ✓ After selection coordinate with WATSAN committee and latrine users on day and time for painting activity. Children/Aneuk Sihat will need adult support so all community members with painting skills or interested on supporting the activity are welcome.
- ✓ On the activity day children can be helped by adults, participation of community members (especially latrine users) is very important. Aneuk Sihat will wear T-shirts with messages about use of latrines.

### **Summary**

- **Once the drawings and messages are finished organize an inauguration inviting community to participate. In this inauguration Aneuk Sihat will show and explain their drawings and messages (being an opportunity to discuss about proper use of latrine). Inauguration can be supported by presenting a drama, demonstration on proper use, song or poems related with this topic.**

### **Action plan for the week**

- ✓ Personal compromise
  - Share the selected messages and drawings with family members and friends with a proper explanation of the activity.
  - Invite friends and relatives to the inauguration.
- ✓ Group compromise
  - Organize inauguration with WATSAN committee.

### **Evaluation**

- ✓ Ask each child to explain the drawings and messages selected to be painted.

## Cleaning campaign



### Objective:

- *Raise awareness to community about importance of cleanliness and solid waste management*
- *Increase community responsibility towards keeping their surroundings clean*
- *Promote and improve cleanliness within the village*

### Materials needed:

- Camp cleaning kits (decided by group involved in the activity)
- Decide on appropriate way to dispose rubbish



### Implementation

- Places to be clean should be identified in a previous activity (three pile sorting, monitoring, debates)
- Date and venue should be agreed in advance and communicate to Keucik, Health Cadres, WATSAN committee and community living in the area.
- If the number of participants is high, organize enough cleaning tools or ask them to participate with theirs.
- Make a quick walk with the participants and ask them to observe the situation of the sector related to cleanliness.
- Divide the participants into groups, among sectors or rows in a sector.
- Every group under the supervision of Keucik, Health Cadres or Watsan and some Aneuk Sihat will clean the area.
- In the case of children agree with them what items they will collect and what items they will not do it themselves but they will inform about (e.g. open defecation, needles, glass).
- Distribute cleaning materials per group.
- Waste should be collected and placed in appropriate disposal points.
- After the campaign the idea of hand washing should be reinforced and the practice will take place with soap.

### **Summary**

- **Selected Aneuk Sihat will share with entire group the importance of keeping clean the areas and what will happen if the area is not cleaned properly. Aneuk Sihat and WATSAN members will ask commitment to the participants to maintain clean these areas. If necessary discussion will be focused on public areas as usually each family should take up the responsibility to clean up surrounding of their house.**

### **Action plan for the week**

- ✓ Personal compromise
  - Aneuk Sihat from the area will take responsibility of monitoring cleaning practices in the area and inform any related concern to WATSAN or other adults in the area.
  
- ✓ Group compromise
  - Aneuk Sihat and WATSAN members take another transect walk to note the difference during the week.

### **Evaluation**

- ✓ After the cleaning campaign people responsible for supervision in each group will walk around with Aneuk Sihat to assess the success of the activity.

## Comic Booklet



### Objective:

- *Raise children interest in stories with messages related to health, water and sanitation*
- *Disseminate key messages and information clearly written and easily understood*
- *Increase and assess children knowledge and practices through attractive stories and entertaining activities.*

### Materials needed:

- Comic booklets (one per each Aneuk Sihat)
- Black pencils
- Rubbers
- Crayons or colours



### Implementation

- ✓ Introduce the story and the characters.
- ✓ Choose some Aneuk Sihat who will represent each character in the story.
- ✓ The story will be read by a group of Aneuk Sihat, each child will read what is written for the character they represent.
- ✓ After finishing reading ask children:
  - What do they think of the story?
  - Did they like it? Why?
  - What character did they like it more? Why?
  - What is the role of Health Cadre / WATSAN committee / Aneuk Sihat in the story?

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- ✓ Ask volunteers to read vocabulary page. Explain if there are questions about it.
- ✓ Give time to children to answer the questions about the story. After that share the answers.
- ✓ Ask volunteers to make a small drama about the story with similar messages.

### **Summary**

- **Summary the main messages coming from the story.**

### **Action plan for the week**

- ✓ Personal compromise
  - Share the comic booklet and the main messages with children and adults at home.
  - Complete the game and drawing at home.
- ✓ Group compromise
  - Improve the drama based on the story and plan to show it in the community.

### **Evaluation**

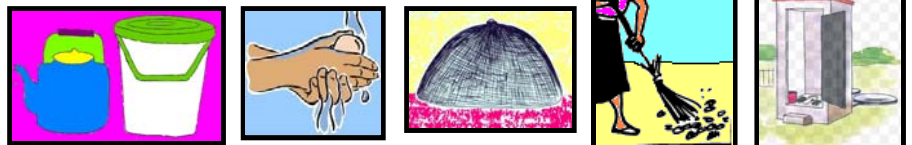
- ✓ Ask children what are the main messages in this story?
- ✓ Who could explain the picture on the back cover?

## Songs and Poems



### Objective:

- Create simple songs or poems about health, water or sanitation to promote good practices
- Reinforce children knowledge and practices about health topics through songs and poems
- Motivate children to feel and recognize the importance of promoting good practices through their songs and poems



### Materials needed:

- Children can use locally made musical instruments, such as sticks, drums and, when available, ready-made instruments to accompany the song or poem.
- Tapes
- Tape recorder

### Implementation

For small children already made songs can be taught which they sing once a week. Ensure songs have clear messages. Main messages are important to be mentioned more than once. Small children like repetition and the song can serve to reinforce good health, water and sanitation practices. Combining the song with actions give the children the opportunity to move. They may, for example, sing about and imitate all the hygiene activities that they may do before they go to school, when they collect water, when they eat food, etc. Or ask them to point at, move or shake the relevant parts of the body if it is suitable with the song.

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- ✓ Divide the Aneuk Sihat in different groups (poems should be also prepared individually).
- ✓ Provide a subject and ask them to make a song or poem. Subjects that can be used for making a song or poem might be related to water, sanitation and hygiene and how related diseases can be prevented. Instead of subjects, messages could be provided.
- ✓ In the case of songs the children choose a melody which is known by them all.
- ✓ Ask them to combine the song or poem with actions which give the children the opportunity to move.
- ✓ After singing or reciting facilitate a discussion about the songs or poems and the messages included in them.
- ✓ Ask the children to analyse which of their songs or poems were the most complete.
- ✓ Children can perform the most complete and attractive songs and poems at special occasions like festivals. These poems and songs can be recorded, duplicate tapes and distribute them among children.

### Summary

- **Based on the subject given highlight the messages and the importance of promoting them through these songs and poems.**

### Action plan for the week

- ✓ Personal compromise
  - Perform the song or poems at home with other friends or relatives.
- ✓ Group compromise
  - Organize to sing the song or recite the poems in particular community events or meetings including a proper introduction.

### Evaluation

- ✓ Ask some children to repeat the song or poem individually.
- ✓ Ask other children to explain the messages in the song or poem.

## Drama – Puppet Sessions

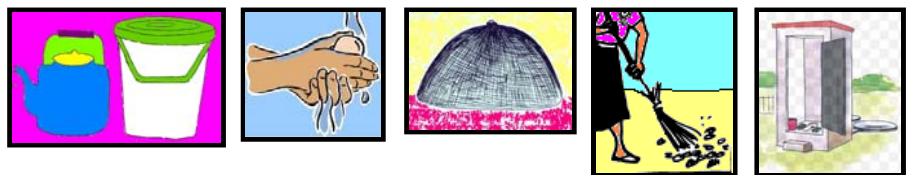


### Objective:

- Reinforce children knowledge and practices about health topics through drama or puppet sessions.
- Develop new skills such as self- expression, creativity, interpersonal communication and team work in Aneuk Sihat.
- Communicate effectively to others the importance of good practices on hygiene, water or sanitation topics through drama or puppet sessions

### Materials needed:

- Manila paper
- Markers
- Stapler
- Or
- Clothes for dressing
- Or
- Puppets
- And
- Items according to the selected drama (buckets, broom, etc)



### Implementation

- ✓ Divide Aneuk Sihat in two groups with active children in each one.

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- ✓ Ask each group to prepare a session on a specific subject. Give around 20 minutes to prepare. If children need support give each child a role and a story. These plays can be based on stories they have heard or read, or that they themselves create. Stories could also be based on comic booklets.
- ✓ Invite the groups to perform their play.
- ✓ Once the session from one group has been done, promote questions from another group about the performance. Do the same with another group. Discuss different actions and different endings that could have been taken in the play.
- ✓ They can act health stories to entertain as well as to share information or messages. They should be short, lively, spontaneous and flexible enough to allow audience participation.
- ✓ Share with the groups the “Do’s and Don’t’s of Drama sessions”:

### Do's and don'ts for street-theatre dramas

#### **Do's**

- *Exaggerated characterization.*
- *Dance and song.*
- *Asking the audience questions (Where is she?) and getting them to reply (She's behind you!).*
- *A few simple messages.*
- *Frequent repetition of the messages.*
- *Messages made clear through actions rather than words.*
- *Audience participation (asking members of the audience to come into the performance area and join in with certain tasks).*
- *Spontaneous and lively with a minimum of characters and props.*
- *Emphasise the sounds and noises for effect and humour*
- *Choose names in the local language*

#### **Don'ts**

- *Long gaps between scenes.*
- *Fast speech.*
- *More than one person speaking at one time.*
- *Scenes involving sitting or lying down.*
- *Long speeches or dialogues without action.*
- *Lecturing one actor by another.*
- *One actor playing different roles that may be confused, e.g. dishonest pharmacist and doctor.*
- *Complicated plots and detailed scripts.*

### Summary

- **Based on the discussion improve the dramas or puppet sessions and ask children to perform again in order to be showed in future in the community.**

### Action plan for the week

- ✓ Personal compromise
  - Perform each character at home and share this activity with family members.
- ✓ Group compromise
  - Organize drama or puppet session in a community event: festival, meeting, inauguration of facilities, etc.

## Evaluation

- ✓ Ask children what are the main messages of the drama or puppet session and how they are shown.

## House to House visit

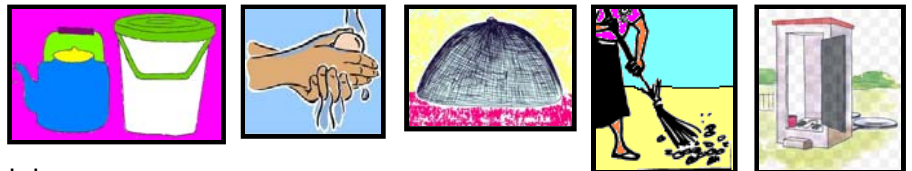


### Objective:

- *Involve children in promotion of key messages on specific topic among children and adults through house to house visit*
- *Increase community awareness on good practices on an specific topic through children's house to house visit*

### Materials needed:

- F-diagram
- Stickers to be distributed in each house



### Implementation

- ✓ Discuss with Aneuk Sihat the objective of house visit. Main objective will be to meet children in each house and promote a key message related to hand washing, water or sanitation. Objective and house visit should be done in agreement with WATSAN committee and Keucik so community members will be announced in advance about Aneuk Sihat visits. Aneuk Sihat will wear T-shirts with messages according to the topic to be discussed during the visit.
- ✓ Aneuk Sihat in pairs will introduce themselves in each house and meet children.
- ✓ Different activities can be chosen to be implemented during the visit by Aneuk Sihat. For example, they could and explain the F-Diagram and after that they could concentrate on one key message.
- ✓ They will discuss with children what do they think about this message and if they think it is possible to implement it at home.
- ✓ After finishing discussion Aneuk Sihat could distribute a sticker and explain it to remind the message already promoted.

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- ✓ They will perform this visit in a role play session before going to the houses.

### Summary

- **Based on the message selected highlight the good related practice and associate it with the house visit activity.**

### Action plan for the week

- ✓ Personal compromise
  - Perform house visit at home with F-Diagramn and sticker
- ✓ Group compromise
  - Set up a date to implement house to house visit. In pairs, all Aneuk Sihat will visit houses in the same day supported by an adult (WATSAN, Health Cadres, Keucik, etc)

### Evaluation

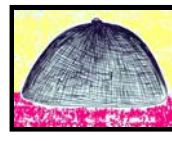
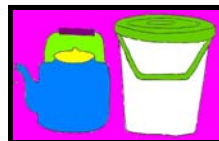
- ✓ After finishing visit they will meet again and evaluate the activity together

## Monitoring



### Objective:

- *Increase children knowledge about identification of safe and unsafe practices related to specific subjects: water, sanitation, hygiene, etc*
- *Enable children to monitor their environment and discuss possible solutions to problematic situations.*
- *Involve children in promotion of key messages among their family members and friends using the monitoring form.*



### Materials needed:

- Monitoring forms (*In attachment a sample form. Pictures should be added - usually bad and good practices from each situation - according to the context and components to be monitored*)
- Pencils
- Rubbers

### Implementation

- ✓ Identification of venue and area to be monitored. If possible this activity will be implemented with community members support (health cadres, WATSAN committee, Keucik, others) Aneuk Sihat will wear t-shirts with messages during the monitoring.

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- ✓ Divide Aneuk Sihat into pairs. Give a monitoring form, a pencil and a rubber to each participant.
- ✓ Ask children what is shown in each picture to be sure they understand the situation shown in each one.
- ✓ Explain to them that they will go around an area to assess the practices showed in the monitoring form. If they find similar situations like in the pictures, they will count how many times and they will write the number below each picture. E.g. how many clean latrines, how many dirty latrines, how many buckets with open lids, how many buckets with lids, etc.
- ✓ Assign each group a zone to monitor which includes facilities like in the pictures and certain time to this task (around 15 or 20 minutes) depending on the area to be monitored.

### Summary

- **When the children finish the monitoring summary the total number identified for each picture. Write the results in a new form (how many situations of each picture the children found). This new form will be kept with community leaders and as a monitoring record for the project.**
- **Discuss about the most problematic situations: why certain practice is a problem, what they can do to improve or resolve it.**

### Action plan for the week

- ✓ Personal compromise
  - Each participant will take home the monitoring form, the pencil and the rubber. They will share this information, the monitoring form and the planned actions with family members and friends.
- ✓ Group compromise
  - Based on the discussion agree on some actions to improve some situations and on the date to be done.

### Evaluation

*Two possible ways:*

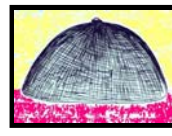
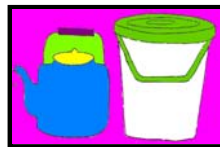
- ✓ Agree with the same group to meet again and discuss progress on the actions decided and taken.
- ✓ Return to the same place after some time and repeat the monitoring. Compare with the children results from both monitoring activities and discuss possible reasons for the changes.

## Festivals



### Objective:

- *Promote and reinforce key messages and good practices in the community through different festival activities*
- *Increase community awareness of good practices on different topics through festival activities*
- *Motivate children to feel and recognize the importance of promoting good practices through the community feedback and participation in the festivals*



### Participants:

- Aneuk Sihat, WATSAN committee, Health Cadres from the village where the festival will be organized
- Keucik and government representatives
- Teachers, religious leaders and other relevant community members
- All community members
- Other guests
- Aneuk Sihat, WATSAN committee, Health Cadres and some representatives from other communities

### Organization:

Festivals will be organized in advanced. Criteria for organizing festivals may include:

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- ✓ Aneuk Sihat, WATSAN committee and Health Cadres are present in the village
- ✓ They show interest in organizing the festival
- ✓ Aneuk Sihat already know subjects related with health, practice good health practices, have spread health ideas to their family, other children and adults in their community and have taken action in the community
- ✓ Community members participate and support the organization

Organization of festivals is in itself a health promotion activity as people in charge will prepare different events to promote key messages and good practices and to increase community awareness. Aneuk Sihat and other children will be actively involved in design, plan and stage the festival. Rehearsal of some activities like drama, poems and songs is recommended to be done previously.

#### **Materials needed:**

- Various - According to the planned activities

#### **Possible activities:**

*Festivals could last one day or more. Simultaneous activities could be organized during the morning in which any children or assistant could participate. Main programme could start in the afternoon when the majority of the communities are present.*

#### ➤ **Simultaneous activities could include:** (see corresponding C to C session)

- ✓ Snakes and ladders
- ✓ Hand washing competition
- ✓ Quizzes
- ✓ Debates
- ✓ Drawing competition
- ✓ Memory game
- ✓ Puppet shows
- ✓ Photo exhibition of activities implemented by Aneuk Sihat in the community including drawing competition

#### ➤ **Main programme could include:**

- ✓ Procession with slogans and drawings.

Slogans and drawings can be written on a big size paper. Children can enter into the main playground in a procession in two or three rows chanting hygiene promotion related messages and displaying some placards. Smaller/younger children should be kept in front and senior should remain in rear.

- ✓ Cultural activities presented by guest and host community.
- ✓ Songs and poems presented by guest and host community (see corresponding C to C session)
- ✓ Dramas presented by guest and host community (see corresponding C to C session)

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- ✓ Distribution of leaflets
- ✓ Distribution of prizes/awards including stickers, pins, comic booklets, t-shirts.

### **Evaluation**

- ✓ Evaluation of festivals will be planned by organizers in order to highlight achievements, constraints and lessons learnt for next festivals. Aneuk Sihati will be involved actively in the evaluation session.

### **Six golden rules on learning of children**

#### **1. Children are not empty vessels.**

Children come with previous experiences. The sessions planned must take this into account. Children will learn better if the new information is based on previous knowledge and insights.

#### **2. Children want to learn.**

Children ask questions all the time. The facilitator can use this curiosity to help children learn without presenting the learning activity as being a lesson. For example, a child is confronting another child about having dirty hands. The teacher can use this conversation between the children to talk about the meaning of having clean hands and when hands should be washed, without giving a 'lesson'. At this moment, children will be open to the information because they are confronted with it by own questions or actions. They learn within the framework of their own activity.

#### **3. Children learn best when using a range of senses.**

When the learning activities involve using more than one sense (smell, touch, taste, etc.) children learn better.

#### **4. Children like to copy.**

Another fun way for children to learn easily is imitation. It is a way to pick up good or bad habits. To do so, they need good role models at school and at home. They also learn through repetition. Remember, though, that children do not like monotonous repetition, so revisiting competencies should vary. For example, the children can learn a song that describes the story of water during which they act out the different sources of water available in their community and the purposes for which they are used.

#### **5. Children need to learn what is relevant to them.**

Sessions need to be related to the child's environment. Children learn not only from the facilitator, but also from interacting with other children, adults and their parents. Learning activities should therefore involve activities such as group discussions, pair work and peer learning, and be related to the child's physical environment.

## **6. Children need praise.**

It's important that children's efforts are appreciated along with their achievements. This positive reinforcement/encouragement helps children to experiment successfully and to feel good about themselves. Facilitators should be prepared for every child to behave and respond differently even in a similar situation, because children vary in their cognitive styles and differ in the way they think and reason out problems. Also, facilitators have to take into account the social and cultural differences between children of different families and how these can influence the abilities and willingness to adopt certain good hygiene behaviours.

### **Other sessions and topics recommended to be developed:**

- ✓ Food hygiene
- ✓ Diarrhoea
- ✓ Malaria
- ✓ Personal hygiene
- ✓ Acute respiratory infections
- ✓ Our teeth
- ✓ Exploratory walk
- ✓ Voting
- ✓ Mapping
- ✓ Story with a gap
- ✓ Making a poster
- ✓ Puzzle
- ✓ Kite competition
- ✓ Inauguration of latrines

- ✓ Others suggested by DHO

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