

Lesson Plan 1: WASH in School


90 minutes

Lesson Description



The focus of this lesson is to allow the participant to understand WASH acronym and WASH in School. Participants will learn importance of WASH in school. Participants will identify standards of WASH facilities in school.

Learning outcomes



At the end of the session, participants will be able to:

1. Describe the importance of the WASH in schools
2. Identify standards of WASH facilities in school

Materials



- Flip chart paper
- Markers
- Tape
- Meta cards
- WASH Words cards (See end of lesson plan)

Preparation



- o Read and prepare the lesson plan
- o Write learning outcomes on the flip chart paper
- o Print and cut WASH Word cards
- o Write the WASH facilities guideline on brown sheet paper
- o Print the school assessment form (one per participants)
- o Prepare meta-cards with basic essential components of WASH in school (refer to end of lesson)

Introduction

10 minutes


1. Prepare the WASH word cards and spread randomly on a table, or put them in a small container, where one can extract them easily.
2. Ask participants to take a card. Make sure each participant have a card.
3. Ask them to explore the next person, who has similar or related words as them.
4. Participants will be divided into three groups. If participants form many smaller groups, inform that there should be 3 groups in total.
5. After the group formation, ask them how they identify their group member or common words with one another.
6. Ask each group to display their words in large group and identify the common elements that associate their words. Participants should be organized with the words related to water, sanitation and hygiene.
7. Ask participants to read out their words as per their group division. Note if there is any mistake in group formation.
8. Ask participants if there is any confusing words they encounter during group formation. If yes, clarify the words. If not, ask few words from the list and discuss.
9. Also, discuss further that these words are associated to each other. That is why, water, sanitation and hygiene, is called as 'WASH'
10. Present the learning outcomes.

WASH in school**10 minutes**

1. Explain to the participants that they will hear “WASH” for many times during this workshop and further discuss more on WASH as:
 - Water: Promotion of health through prevention of drinking contaminated water. Ex: source protection, disinfecting water, safe storage.
 - Sanitation: is means of **promoting hygiene** through prevention of human contact with waste and feces. Sanitation also refers to the matter of practices related to the **society or the group of people**. Ex: construction and use of latrines, waste management, etc. Sanitation is means of promoting hygiene
 - Hygiene: The activities people perform to maintain themselves and their surroundings clean in order to maintain good health. Hygiene refers to a matter of practices related to the **individual being**. Ex: hand-washing, protecting food from contamination, maintaining hygiene during menstruation.
2. Ask participants “Why do you think we combine these three words together as WASH? Why do we connect water, sanitation and hygiene?”
3. Summarize participant responses by explaining these three issues – clean water, sanitation and hygiene – are interlinked with each other and all needed to benefit people and prevent the disease transmission.
4. Explain that water, sanitation and hygiene are like a 3 legged stool; one leg is water, the second leg is sanitation and the third leg is hygiene. If any of them is broken, it will no longer stand as before. Likewise, if you neglect any one of these three components (water, sanitation and hygiene) you won’t be healthy. Throughout this workshop, participants will explore the necessities to address these three components together to create a healthy community or school.
5. Ask participants to think about components while discussing on WASH in school. (refer to end of lesson plan)
6. Ask participants to volunteer their ideas and as participants answer the components, paste the meta-card with the component on the board. Discuss briefly if needed.

Importance of WASH in School**15 minutes**

1. Inform participants that facilitator will tell a story relevant to WASH in school:


Story telling: Both Ram and Shyam have small kids who are studying in two different schools. WASH facilities in Ram’s child’s school is very good and even school teach hygiene improvement behavior to students. Ram’s child is very good in his study and his performance is also good in the class. He has adopted good hygiene practices and even he teaches to Ram. On another hand WASH situation is very poor in Shyam child’s school. Shyam’s child get sick often times and it hamper his class performance (weak in class).

On a day when these two friends met, they talked about their kids and their situations. From the conversation Shyam realizes the reason behind his son steady progress in study.
2. Ask the participants what may be the reason behind the differences in performance in study and health of the children. Ask participants to discuss in their earlier 3 groups.
3. Ask groups to share the summary of their discussion to large group and note important point on the board or newsprint paper.

4. Summarize the participant's response by explaining importance of WASH and hygiene education in school and explain to participants that water, sanitation and hygiene issues maintain an important role in any school for following important reasons.
 - i. An efficiently and effectively implemented WASH in School program will lead students to: be healthier; perform better in school; positively influence hygiene practices in their homes, among family members and in the wider community; change their current hygiene behavior and continue better hygiene practices in the future
 - ii. Students act as important vehicles to transfer knowledge to their families and community.
 - iii. Behavior change can best be effective at young age. Thus, the sooner students are engaged with these issues, the more likely they will begin to practice positive behaviors that can continue through their lifetime.

Standard of WASH facilities in School

45 minutes

1. Inform participants that they are going to discuss WASH facilities in schools.
 2. Ask participant to form groups accordingly the school (if participants are from few different schools) or divide participants into 3 groups and ask to take a school for a reference (if participants are from various schools). Provide each group a school assessment form.
-  **Trainer note:** remember the group members and also keep the form from the groups for further reference in other session.
3. Tell them to remember the three components of WASH present in their school and fill the form. Give 10 minute for the activity.
 4. Once they are finished with the form, distribute the standards of WASH facilities to each participant and discuss further on the standard of WASH facilities.
 5. Ask the participants to compare their form with the standards and find out the results.

Review

10 minutes

1. Divide participants into groups of 3. Ask the groups to discuss how poor availability of WASH facilities affects the student.
2. Ask previous groups discuss and to list down the standards of WASH facilities as per given in their assessment.

Reflection on Lesson

Chlorine	Filter	Drink
Boiling	Turbid	River
Latrine	Soap	Hand washing
Garbage	Feces	Animal Dung
Food waste	Comb	Shower
Brush	Towel	Sanitary pad
Diaper	Toothpaste	Dustbin

School WASH Assessment form

Total number of students in school:

Girls:

Boys:

Total number of staffs

Female:

Male:

Water Quality:

Color:

Odor: Yes/No

Taste:

PoU options: Yes/No

If yes, which method do you use?

Water Quantity:

Presence of drinking water point: Yes/No

Drinking Water consumption per day

Other water consumption per day

Toilet and Urinal:

Toilet Availability: Yes/No

Total number of toilet:

Separate toilet for male and female: Yes/No

If yes, how many toilet for

Girls:

Boys:

Available of urinals for both girls and boys: Yes/No

Is yes, how many for

Girls:

Boys:

Others:

Availability of dustbin inside latrine: Yes/No

Availability of dustbin inside classroom: Yes/No

Availability of dustbin in school compound: Yes/No

Availability of hand washing station with soap and water: Yes/No

***This school WASH assessment form template is use in this particular training only.*

Trainer Reference: WASH in School

(National Framework of child friendly school for quality education 2067/08/09, WHO Guidelines for Drinking-water Quality or national standards, Sphere Minimum standers)

	Guideline	Indicator
Water		
1. Water Quality	Water for drinking, cooking, personal hygiene, cleaning and laundry is safe for the purpose intended	<ul style="list-style-type: none"> • E-coli or thermo-tolerant coliform bacteria are not detectable in any 100-ml sample. • Drinking water from unprotected sources is treated to ensure microbiological safety. • Water meets WHO <i>Guidelines for Drinking-water Quality</i> or national standards and acceptance levels concerning chemical parameters. • There are no tastes, odors or colors that would discourage consumption of the water. • Water that is not of drinking water quality is used only for cleaning, laundry and sanitation.
2. Water Quantity	Sufficient water is available at all times for drinking and personal hygiene, and for food preparation, cleaning and laundry when applicable.	<ul style="list-style-type: none"> • Day schools = 5 liters per person per day for all schoolchildren and staff • Boarding schools = 20 liters per person per day for all residential schoolchildren and staff • Expected water consumption varies from 15-30 liters per day per student in day schools and from 90-140 liters per day per student in boarding schools. <p>Drinking and hand washing= 3 liter per student and toilet use= 2-8 liter(Sphere std)</p>
3. Water facilities and access to water:	Sufficient water-collection points and water use facilities are available in the school, allowing convenient access to, and use of, water for drinking and personal hygiene, and for food preparation, cleaning and laundry.	<ul style="list-style-type: none"> • A reliable water point, with soap or a suitable alternative, is available at all the critical points within the school, particularly toilets and kitchens. • A reliable drinking water point is accessible for staff and schoolchildren at all times • Provision of drinking water with a filter in every classroom of school
Sanitation		
1. Toilet	Sufficient, accessible, private, secure, clean and culturally-appropriate toilets are provided for schoolchildren and staff.	<ul style="list-style-type: none"> • There are sufficient and separate toilets for girls and boys at school – 1 per 20 students (expected) minimum (1 per 50 students) • Provision of cleaning to ensure to ensure regular sanitation • Toilets with doors and windows that can bolted from inside and shut and opened easily (Source National Framework of child friendly school for quality education)

		<ul style="list-style-type: none"> • Toilets are easily accessible – no more than 30 meters from all users. • Toilets provide privacy and security.(separate latrines for boys and girls) • Toilets are child-friendly and appropriate to local cultural, social and environmental conditions. • Toilets are hygienic to use and easy to clean. • Toilets have convenient hand-washing facilities close by. • There is a cleaning and maintenance routine in operation that ensures clean and functioning toilets are available at all times. • Provision of separate toilets with running water for urination and defecation • Provision of cleaning to ensure regular sanitation • Toilets with doors and windows that can be bolted from inside and shut opened easily.(National framework of child friendly school for quality) • 1 toilet= 30 girls, 1 toilet= 60 boys(Sphere std)
Urinal	Separate arrangement of urination and defecation with running water	<ul style="list-style-type: none"> • Provision of separate toilets with running water for urination and defecation - <i>National Framework of child friendly school for quality education</i>
Hygiene		
1. Handwashing station	Sufficient, accessible, clean and appropriate hand washing station are provided for schoolchildren and staff.	<ul style="list-style-type: none"> • There are sufficient hand washing available • Hand washing station nearby toilets
2. Menstrual Hygiene Management	Safe disposal of sanitary pad and sanitary pads are provided for girls student at school	<ul style="list-style-type: none"> • Sanitary Pad disposal facilities are installed in girls' toilet. • Proper use of it • Materials such as sanitary pads make available in school.
3. Food storage and preparation	Food for schoolchildren and staff is stored and prepared so as to minimize the risk of disease transmission.	<ul style="list-style-type: none"> • Food is handled and prepared with utmost cleanliness (hand are washed before preparing food). • Contact between raw foodstuffs and cooked food is avoided. • Food is cooked thoroughly. • Food is kept at safe temperatures. • Safe water and safe raw ingredients are used
4. Hygiene Promotion	Correct use and maintenance of water and sanitation facilities is ensured through sustained hygiene promotion. Water and sanitation facilities are used as resources for	<ul style="list-style-type: none"> • Hygiene education is included in the school curriculum. • Positive hygiene behaviors, including correct use and maintenance of facilities, are systematically promoted among staff and schoolchildren.

	improved hygiene behaviors.	<ul style="list-style-type: none"> Facilities and resources enable staff and schoolchildren to practice behaviours that control disease transmission in an easy and timely way.
5. Cleaning and waste disposal	The school environment is kept clean and safe.	<ul style="list-style-type: none"> Classrooms and other teaching areas are regularly cleaned, to minimize dust and molds. Outside and inside areas are maintained free of sharp objects and other physical hazards. Solid waste is collected from classrooms, kitchens and offices daily and is disposed of safely. Wastewater is disposed of quickly and safely.

Guiding Principles for School WASH Infrastructure:

Facilities should be child-friendly

- Right size and age-appropriate
- Easy to use
- Easy to clean
- Adequate for size of school population-no waiting
- Safe, not scary or smelly
- Weatherproof
- Easy for adopting good hygiene habits such as anal wiping and hand washing

Facilities should be gender-friendly

- Separate facilities for boys and girls, male and female teachers
- Adapted to girls and boys (urinals adapted to boys/girls, for example)
- For older students, girls' menstrual hygiene needs must be met
- Water inside latrine for washing
- Discreet place for disposing/burning menstrual rags
- Safe: must lock from the inside and not be far from the central school area

Facilities should be environment-friendly

- Latrine site should not contaminate the water source- located at a safe distance, at least 15 meters from the water source
- Waste water drained or recycled
- Safe solid waste (trash) collection and disposal with reuse and recycling where possible

Facilities should be parent and school budget-friendly

- Choose low-cost affordable models for latrines/ hand washing stations
- Parents should be considered key stakeholders and involved in decisions about financing, facility models, and operations and maintenance

Facilities should be operations and maintenance-friendly

- A good operations and maintenance plan needs to be in place (minor repairs, restocking of certain items)
- Students should be involved as much as possible in operation and maintenance
- Financing plans for operation and maintenance should be put in place before any building or purchasing begins
- Who pays for what must be clearly spelled out

Importance of WASH in School

- WASH challenges are universal to human existence and all students, no matter their age, receive exposure and can relate to these issues. For this reason, WASH education is relevant to all children and will build upon their existing knowledge.
- Students act as important vehicles to transfer knowledge to their families and the wider community.
- Behavior change can best be effected at a young age. Thus, the sooner students are able to engage with these issues, the more likely they will begin to practice positive behaviors that can continue through their lifetime.
- WASH in Schools aims to improve the health and learning performance of school-aged children – and, by extension, that of their families – by reducing the incidence of water and Sanitation-related diseases.
- An efficiently and effectively implemented WASH in Schools programme will lead to students who: Are healthier; Perform better in school; Positively influence hygiene practices in their homes, among family members and in the wider community; Change their current hygiene behavior and continue better hygiene practices in the future;
- **Diarrhea and intestinal worms** are a serious problem:
 - Diarrhea is caused by drinking dirty water and also due to lack of sanitation and good hygiene practices.
 - Children with diarrhea or worms are sick and debilitated/incapacitated.
 - Sick and debilitated students miss critical days of learning.
 - Girl students in particular miss school days if there are no comfortable facilities to handle menstruation.
 - Thinking ability is diminished among sick children and become slow learners.
 - Sick children with parasites or worms suffer from malnutrition because they share whatever nutrients they get with the parasites they are carrying
 - Diarrhea is costly – in work and school days lost, visits to health centers, fuel and medicine expenses.

Half of the schools in developing countries have no access to safe water, and 75 percent do not have adequate sanitation facilities. Yet, 82 percent of the world's children go to primary school.

There are 33,160 basic and secondary schools in Nepal. Many schools lack adequate facilities for water supply, sanitation and waste disposal, despite efforts to expand coverage. Although 79% of schools report having a toilet, only 36% have a separate toilet for girls. (DEO, 2011)

Components of WASH in school

- WASH facilities in school (user friendly WASH facilities including child friendly, gender friendly, differently able friendly toilet, tap, hand washing stations)
- Regular use and cleanliness of toilet
- Hand washing with soap and water
- Menstrual hygiene management
- Consumption of safe drinking water
- Management of WASH services in school (management responsibilities of principal, focal teacher, school management committee, parents teacher association, child clubs and WASH in school implementing projects)