

The Joy of Learning

Participatory lesson plans on hygiene, sanitation, water, health and the environment



The Joy of Learning

Cover photo: Annemarieke Mooijman

Copyright © IRC International Water and Sanitation Centre 2005

IRC enjoys copyright under Protocol 2 of the Universal Copyright Convention. Nevertheless, permission is hereby granted for reproduction of this material, in whole or in part, for educational, scientific, or development related purposes except those involving commercial sale, provided that (a) full citation of the source is given and (b) notification is given in writing to IRC, P.O. Box 2869, 2601 CW Delft, The Netherlands, Tel. +31(0)15 2192939, Fax +31 (0) 15 2190955, e-mail: publications@irc.nl

ISBN 90-6687-053-2

Layout and printing: arranged by Meester and de Jonge, Lochem The Netherlands

This book is also available electronically from the SSHE pages or the publication pages at www.irc.nl.

The Joy of Learning

Participatory lesson plans on hygiene, sanitation, water, health and the environment

S. Khanal

R. Mendoza

C. Phiri

R. Rop

M. Snel

C. Sijbesma

2005



NEWAH,
Nepal

Plan,
Peru

Min. of
Education,
Zambia

Maji na
Ufanisi,
Kenya

IRC,
The Netherlands

Abstract

Khanal, S, Mendoza, R, Phiri, C, Rop, R, Snel, M and van Wijk, C (2003). The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment. Delft, the Netherlands, IRC International Water and Sanitation Centre. (TP 45). 100 p. Includes a bibliography.

The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment is a guide for teachers and others who want to design participatory learning activities on hygiene and sanitation as part of, or in addition to, their school curriculum or in work with other children aged 2 to 14. The document is divided into two parts: theory and lesson plans. The lesson plans are organised into three sections: hygiene (including personal and food hygiene), sanitation and water. Each section contains a series of information sheets for planning, implementing and evaluating participatory learning activities on a specific subject. Examples include personal hygiene, the safe transport and handling of water, protecting local water sources, and locally prevailing disease transmission routes.

The guide is characterised by its participatory methodology, the possibility of adjusting each activity to local conditions and cultures, a combination of hygiene and health education with more formal education goals, a focus on socio-psychological life skills such as cooperation and mutual understanding, and the linking of learning activities in schools, homes and communities. Activities require the exclusive use of no- and low-cost materials which are easily available and affordable.

A work in progress

This guide is dynamic and interactive because it is a work in progress. In the next phase of this publication, the lesson plans will be tested in different geographical areas. The present version does not cover all possible topics for every age group in each subject area. Other participatory methods and activities could be added. And although methods, materials and activities stem from different world regions and cultures, the range of options could still be broadened to better express a wide variety of learning opportunities, needs and methods.

Everyone who helps children between the ages of 2 and 14 to have fun while learning about hygiene, sanitation, water, health and the environment is most cordially invited to send us their reactions, criticism, suggestions and additions. In this way, a rich collection of materials will become available which will demonstrate how creative schoolchildren, teachers, parents and communities can be in improving local sanitation and hygiene practices, knowledge and attitudes in and through schools.

Keywords: school sanitation and hygiene education, participatory methods, lesson planning, knowledge, attitudes, practices, life skills

Table of contents

Preface				iii
Acknowledgements				iv
Part 1: Purpose, concepts and structure				1
1. Introduction				3
2. Basic concepts				7
3. Structure of the information sheets				13
Part 2: Information sheets for lesson plans				17
1. Hygiene				
1.1	Clean is beautiful	Personal Hygiene		19
1.2	I am a 'well washer'	Handwashing		23
1.3	The WASH song	Water and sanitation-related diseases		27
1.4	Showtime	Handwashing, sanitation-related diseases		29
1.5	Mad mandazis	Food vendors, food hygiene		31
1.6	My changing body	Puberty and personal hygiene		33
1.7	HIV/AIDS – a disease you can avoid	Hygiene and HIV/AIDS		36
1.8	The 'who' game	Gender and SSHE		40
2. Sanitation				
2.1	My beautiful school	Sanitation, water, hygiene		43
2.2	Ouch and Bah	Refuse disposal and reuse		45
2.3	The unseen enemy	Sanitation, worms		47
2.4	The six Fs	Diarrhoeal transmission		50
2.5	Racing to the loo	Sanitation and handwashing		53
2.6	Building blocks	Basic technical know-how and skills		55
2.7	Wonderful waste	Solid waste disposal and recycling		57
3. Water				
3.1	What's in your water?	Safe water collection and transport		59
3.2	I drink....safe water!	Safe water consumption		62
3.3	What a surprise	Safe water collection and transport		65
3.4	Yoopy scoopy	Safe water storage and handling		67
3.5	Wash and drain	Source contamination		69
3.6	Filtering the flow	Water purification		73
3.7	The rainmakers	Water resources management		75
3.8	Bill Harzia	Urinary Schistosomiasis transmission		77
Appendices				81
	1. Index by subject and domain			82
	2. Index by participatory method			83
	3. Index by age group			84
	4. Feedback sheet			85
	5. Format for additional information sheets			87
	About IRC			88

Preface

Previous work that has led to this guide

This source book for more innovative and effective school sanitation and hygiene education (SSHE) programmes in the developing world is based on earlier work from the authors' organisations. In alphabetic order, they are the IRC International Water and Sanitation Centre in Delft, the Netherlands; Maji na Ufanisi (Water and Development) in Nairobi, Kenya; the Ministry of Education in Lusaka, Zambia; Nepal Water for Health (NEWAH) in Kathmandu, Nepal; and Plan International in Lima, Peru. This work has included the development of materials and methods for more participatory and 'fun' lessons on sanitation, water supply, hygiene and environmental health in primary and nursery schools.

Another source is work done during the Global SSHE project of UNICEF, IRC and the ministries of education and other partner agencies in Burkina Faso, Colombia, Nepal, Nicaragua, Vietnam and Zambia. Inspiration also came from the SWASTHH (the School, Water and Sanitation Towards Hygiene and Health) project of UNICEF and IRC in India. Several of the authors co-developed and implemented teachers' training programmes in these projects. The e-conference on SSHE, initiated by UNICEF and moderated by IRC in the Spring of 2002 also produced new creative learning materials and methods on hygiene and sanitation.

The work on innovative learning for SSHE was so inspiring that six women colleagues who had cooperated in these earlier programmes decided to jointly develop a series of creative and participatory information sheets for school hygiene education. In the Summer of 2003, they came together for one week in the Netherlands to develop a draft guide and a first series of these sheets. The workshop was organised by IRC as part of its Knowledge Development and Advocacy (KDA) programme on school sanitation and hygiene education. It was held in Kamperland in North Beveland, the Netherlands from 22 to 28 June, 2003.

Acknowledgements

The authors would like to thank the following for their stimulating contributions to this work in progress:

Celia Maier of the Partnership for Child Development at the Department of Infectious Disease Epidemiology at the Imperial College, London and Kathleen Shordt of the IRC International Water and Sanitation Centre, Delft, for their constructive critical review of the earlier draft.

Alfred Balinda and Amaka Obika, Nigeria; Andrew Tayong, Cameroon; Annemarieke Mooijman, The Netherlands; Bertha Lonis Abdu, Nigeria; Bjorn Brandberg, Swaziland/Malawi; Brian Mathew, Zimbabwe/Mozambique; Gabrielle Halcrow, Australia/Maldives; Jasveen Jairath, India; Leendert Vijselaar, Kenya/Somaliland; M. Uche Ezirim, Nigeria; Mansoor Ahmad, Pakistan; Mi Hua, P.R. of China; Mohamed Kumbakumba, India; Monika Fry, New Zealand/Papua New Guinea; Mostafa Ulukanligil, Turkey; Muriel Armstrong, Kenya; Myriam Sidibe, Mali/UK; Pedrito Fortuna, The Philippines/Thailand; Penny Dutton, Australia/Vietnam; Phocus Ntayomba, Rwanda; Rose Lidonde, Kenya; Rosemary Rop, Kenya; Safia Jibril, Somaliland; Susana Neto, Portugal; Tannastha Datta, India; Tom Hemingway, USA/Turkey; Trudy Ofosu-Barko, Ghana/Zambia; Vichy Cibenjuka, DR Congo; Vincent Tay, Ghana and Yvonne Machira, Kenya, for sharing their experiences, material and research during the UNICEF-IRC e-conference on school sanitation and hygiene.