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* indicative

4. Feedback Sheet

I have: (tick or select as appropriate)

Read the document as a reference book

Used it to prepare lesson plans

Used the lesson plans that I made with the document

Used the document otherwise (please specify)

I liked: (tick or select as appropriate)

The themes and subjects of the guide

The participatory and active approach to learning

The use of no- and low-cost materials

The practical suggestions

The attention to social and gender equity

Other (please specify)

I did not like: (please specify)

My experiences when using the document:

I have the following suggestions:

I plan to use the document in future for (please specify):

I work as:

in (school/community/district/state/country)

My particulars:

Last name:

First name(s):

Male or female:

Designation:

Organisation:

Postal address:

Telephone:

Fax:

E-mail:

You can send this feedback sheet or any other comments you may have to:

IRC International Water and Sanitation Centre

Attn. SSHE team

P.O. Box 2869, 2601 CW Delft, the Netherlands

T +31 15 2192962

F +31 15 2190955

E snel@irc.nl or sijbesma@irc.nl

5. Format for Additional Information Sheets

Domain(s):
Subjects:

Age group(s):

TITLE

Learning goals:

Knowledge:

- Children

Attitude:

- They

Practical skills:

- They

Psychosocial life skills:

- They

Participatory methods:

-

Materials:

-

Activities:

-

Application:

-

Learning indicators:

- Children

Competence:

About IRC

IRC facilitates the sharing, promotion and use of knowledge so that governments, professionals and organisations can better support poor men, women and children in developing countries to obtain water and sanitation services they will use and maintain. It does this by improving the information and knowledge base of the sector and by strengthening sector resource centres in the South.

As a gateway to quality information, the IRC maintains a Documentation Unit and a web site with a weekly news service, and produces publications in English, French, Spanish and Portuguese both in print and electronically. It also offers training and experience-based learning activities, advisory and evaluation services, applied research and learning projects in Asia, Africa and Latin America; and conducts advocacy activities for the sector as a whole. Topics include community management, gender and equity, institutional development, integrated water resources management, school sanitation, and hygiene promotion.

IRC staff work as facilitators in helping people make their own decisions; are equal partners with sector professionals from the South; stimulate dialogue among all parties to create trust and promote change; and create a learning environment to develop better alternatives.

IRC International Water and Sanitation Centre

P.O. Box 2869

2601 CW Delft

The Netherlands

Tel. +31 (0)15 219 29 39

Fax. +31 (0)15 219 09 55

E-mail: general@irc.nl

Internet <http://www.irc.nl>

The Joy of Learning: Participatory lesson plans on hygiene, sanitation, water, health and the environment

This guide is meant 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- or low-cost materials which are easily available and affordable.

This guide is also electronically available from www.irc.nl.



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