



# Training Module on Water Sanitation & Hygiene

For Frontline Workers

## **Our vision:**

A world where every person has access to reliable and safe water and sanitation services

## **Mission:**

Promote the development of high-quality drinking water and sanitation services, sustained by strong communities, businesses, and governments.

Values:

- Accountability – to communities, partners and each other
- Courage – to innovate, to risk, to lead
- Empowerment – of citizens, families and local institutions
- Partnership – on the ground, in the sector and at all levels of government
- Transparency – in what we do, what it costs and what is working

## Introduction

The book is a detailed handout with time limits mentioned at the end of each section and sub-sections and expressions and pauses that the trainer may use to make an effective delivery. The pictorial references of the posters are in the book, available separately, to facilitate the learnings. The games wherever relevant, are also mentioned in this book with the picture of the game, and helps the trainer to utilize and cover the topic(s).

This book has been designed keeping in mind the convenience of using common reference to the subject matter and delivering the session flow limited to the scope of the points covered. The topics are more relevant to school students, the language and the tone are used accordingly. The trainer may take the liberty to modulate any point as per the local language and flavour without diluting the spirit of the flow.

## Disclaimer

The information in this module is authentic and complete to the best of our knowledge. The recommendations are made without any guarantee on the part of the author. The references used are true and not fabricated from any published work or document.

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## Topic 1: Personal Hygiene

### 1. Ice breaking and introduction



Engage the children with the ice-breaking activity – introducing the concept and the background of the program. The trainer needs to show maximum enthusiasm in building the link between the participants and him/her.

Spend maximum 5minutes

### 2. The trainer will ask the participants



After the initial act the trainer need to ask the opening question: **What do you mean by personal hygiene?**

A few participants would answer, the trainer needs to elaborate and collaborate the answers gathered from the crowd. The common ground needs to be established.

*Spend maximum 5minutes*

### 3. The trainer will ask the difference between Hygiene and Cleanliness.

Participants would try to answer;



The trainer needs to provide clue – write the key words on the board try to find the answer from the participants. Then the trainer comes up with the explanation;

**Cleanliness:** Physically whatever is found can be termed as clean. Example. We dust and wipe our rooms every day and apparently it looks clean – that's cleanliness.

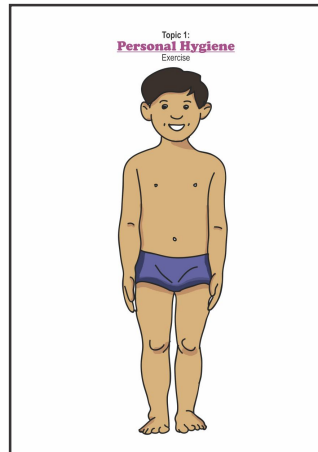
**Hygiene:** If the same room is disinfected and sterilized (operation room in hospital) then it is hygienic.



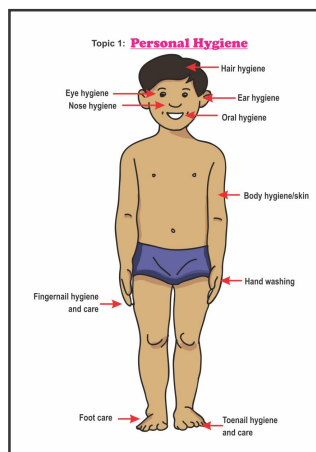
The trainer takes the discussion forward;

- a. Show a picture of a *human figure*. Trainer will ask the participant to identify the body parts which remain exposed when we go out and we need to clean regularly.

## Topic 1: Personal Hygiene



- b. After they tell about the body parts, the trainer shows them another picture where the parts we need to clean regularly are highlighted. It's a confirmation of the identification;



*Spend maximum 5minutes*

### *Discussion with pictorial explanation*

**Body hygiene/skin** – Apply soap every day – particularly to areas like underarm and all other parts which produce bad odour and remains sweaty. Use body powder during summer, it helps to keep you dry (pic)

**Oral hygiene** – Use toothbrush and tooth paste for morning and night mouth cleaning along with a tongue cleaner. Take care of your gum – bleeding gum cannot hold tooth better. Strong gum is sign of healthy and fresh mouth. Never brush hard – it may damage the enamel of the teeth. Brush up & down and NOT side to side (pic)

**Hand washing** – Always clean your hands in the 5critical ways of washing. Use soap – for all the critical moments (pic)

**Fingernail and toenail hygiene and care** – Nails are poisonous, never bite. Trim nails once a week/fortnight. Keep the nails clean, the dirt remains inside even if you think it's clean (pic)

## Topic 1: Personal Hygiene







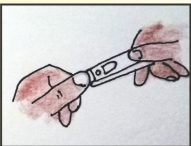








**Ear, nose, eye hygiene** – Every time you get up from the bed, use water to clean the eyes. The overnight moisture remains sticky at the corner which catches dirt and germs. The nostrils have the dry flux depositions which can stop you to breath well. Use water to clean them. Keep the nose clear of all the dirt that you can feel. The ear holds the balance of the body – one needs to clean the wax that is deposited regularly. Use cotton and soft bud to clean the ear passage (pic)

**Hair hygiene** – The hair gives a healthy look if you take good care of it. Wash your hair every day. Use shampoo every 3<sup>rd</sup> day, or it shall catch dirt from the air to spoil it. Oil your scalp and hair the night before you put shampoo. Two difficult germ/insect attacks may cause serious problem in your life – lice and dandruff. Both are extremely difficult to remove from the body and it also affect others who come in close contact.

**Foot care** – The foot is always in touch with the ground and is susceptible to germ attacks. The foot, the fingers and the finger groove must get a soap wash every day after you are home. The heel and sole must be rubbed hard to peel off the dead skins which accumulates germs and disease (pic)

Spend maximum 10minutes

**Topic 1: Personal Hygiene**

				
Apply soap every day, underarm and all other parts which produce bad odour and remains damp	Use body powder during summer, it helps to keep you dry	Use toothbrush and tooth paste for morning and night	Strong gums are a healthy and fresh mouth	Always clean your hands with soap
				
Nails are poisonous, never bite	Trim nails once a week /fortnight	Every time you are up from the bed, use water to clean the eyes	Use water to clean the nostrils	Use cotton and soft bud to clean the ear passage
				
Two difficult germ/insect attacks may cause serious problem in your life – lice and dandruff	Oil your scalp and hair the night before you put shampoo	Use shampoo every 3 <sup>rd</sup> day		The heel and sole must be rubbed hard to peel off the dead skins

## Topic 1: Personal Hygiene



Trainer then asks the participants, **“Dear friends, do you have any idea that you sleep for how many hours during the night?”**

The students may start counting, “6 hours! 7hours!! 8hours!!!”



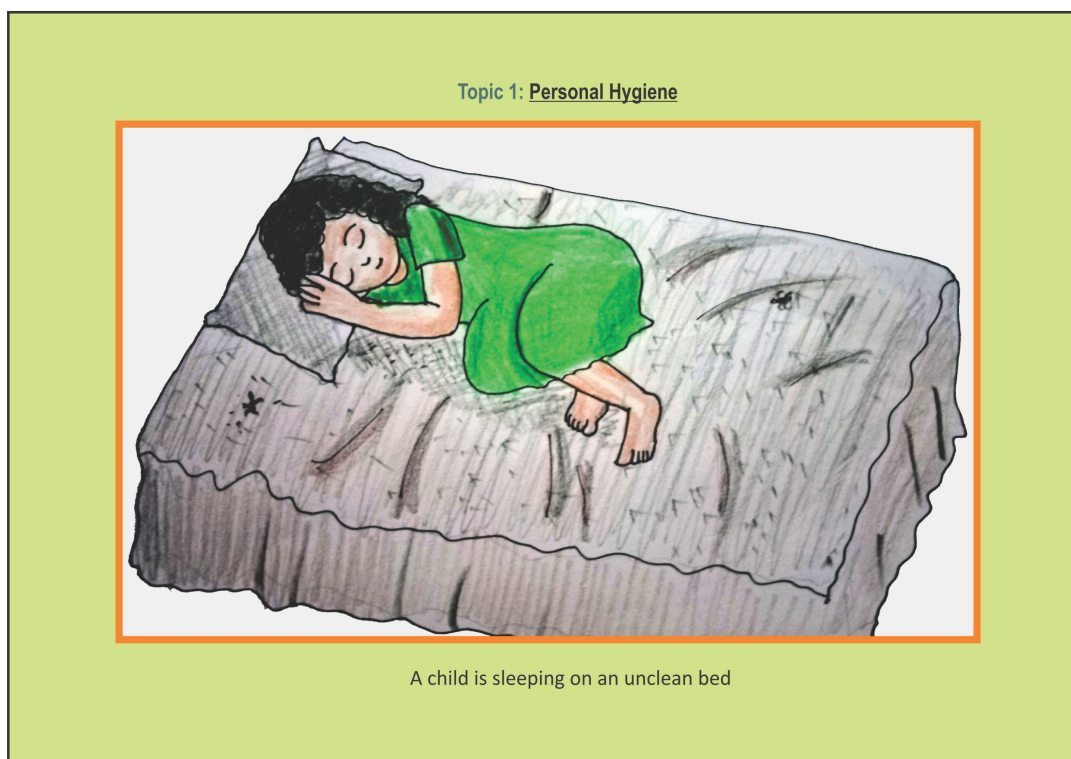
Trainer smiles at them, “Dear, you must be sleeping for no less than 7 to 8hours every night!! And... during holidays? You might be sleeping even longer!!”

The participants are amused, “Yes!! Yes!!!”



The trainer points out, **“It's very important that you must sleep on a clean bed. You are spending 7-8hours on a bed and if the bed and the pillow is not clean, do you understand how much exposed you are to different germs – all night?”**

The trainer points out at the picture-poster where a child is sleeping on an unclean bed.



The trainer says, **“Do you notice which are the places where germs may attack?”**

Basically, it is found that which all places one was taking pain to clean all day are the places which can be attacked by the germs during night.

The trainer asks the participants, **“Do you all agree that sleeping on a nice clean bed is so very important?”**

*Spend maximum 10minutes*

## Topic 1: Personal Hygiene



**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
Cleanliness & Hygiene	Body hygiene/skin
Oral hygiene	Hand washing&Fingernail, toenail hygiene and care
Ear, nose, eye hygiene	Hair hygiene& Foot Care
Unclean bed	General Hygiene

## Topic 2: Hand-Washing in 5 critical times

### Topic 2: Hand-Washing in 5 critical times

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5minutes*

The session begins;

#### 1. The trainer shows a currency note and asks,



***"What is this?"***

The participant answers in a chorus – "Ten rupees."



The trainer immediately asks the following questions one by one by waving the note in a dramatic manner –

- Where and from whom did I get it?**
- To whom I am going to give it next?**
- How many people have actually used it before I got it here?**
- How many more people will use it after me?**

*The participants are trying to understand the point, what the trainer wants to say through this? The trainer allows a moment of silence in the room, he/she still waving the note with a question on the face.*

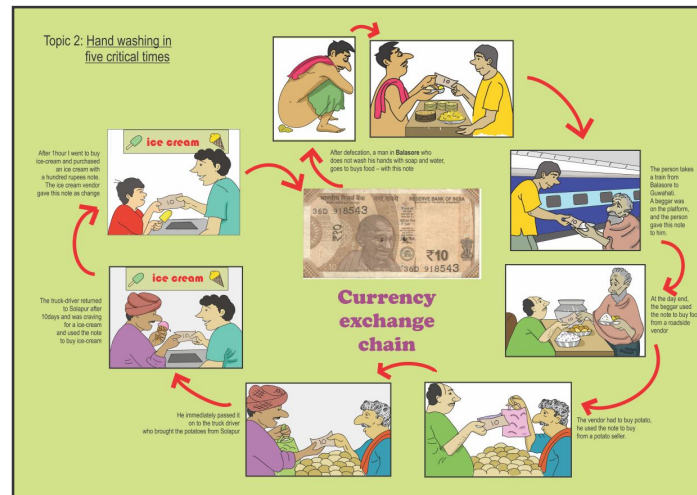
#### 2. There will be no answers,



The trainer tells them about the concept of 'change of hands' of a currency (note/coin) through a story by showing the **picture of currency exchange chain**.



## Topic 2: Hand-Washing in 5 critical times



The highlights are about the dirt that is collected in the process and how the colour and face of the currency changes and a fresh currency becomes soft, soggy and brittle and sometimes torn at the edges and –

- The more important issue of how germs get spread through this phenomenon
- Identify who all uses a coin with our daily observations,



The trainer wants the answer from the audience – the list goes on... the understanding of the point will happen when the participants keep saying the names.

Spend maximum 3minutes

To make the list go beyond the imagination of the participants, the trainer may add;

The trainer started referring the Cycle of movement of the currency note traveling from one hand to the other –

- After defecation, a man in **Balasore** who does not wash his hands with soap and water, goes to buys food – with this note
- The shopkeeper takes a train from Balasore to Guwahati, and gets down at the station the next day
- A beggar was on the platform of Guwahati found in a bad shape, and the person from Balasore was a kind-hearted man and gave this note to him
- At the day end, the beggar used the note to buy food from a roadside vendor
- The vendor had to buy potato, he used the note to buy from a potato seller. He immediately passed it on to the truckdriver who brought the potatoes from Solapur
- The truck-driver returned to Solapur after 10days and was craving for a ice-cream and used the note to buy ice-cream
- After 1hour I went to buy ice-cream and purchased an ice cream with a hundred rupees note. The ice cream vendor gave this note as change ... *trainer takes a pause and turns towards the audience and says, "This is the same note which I will use to buy something anytime –"*

## Topic 2: Hand-Washing in 5 critical times



The trainer pauses briefly and lowers and adds intense in the voice and pitch,

**“Now my friends do you follow how far and beyond this note can travel and what variety of hands this is passed and ... the life of this note will continue even after this day!!** How many millions of germs will also travel from hand to hand.”

The audience is thrilled and shows their enthusiasm.

*Spend maximum 15minutes*



The trainer immediately puts away the currency note and quickly passes onto the next topic.

### 3. Discussion on importance of hand washing and how clean hands keeps us healthy.

The trainer brings back the point – difference between cleanliness and hygienic. Then shows the palms and asks the audience, **“Do you find my hands are clean?”**

There will be answers, “YESSSS” The trainer immediately asks, **“Do you think it is hygienic too?”**

The audience takes a pause and answers, “NOOO”

The trainer again asks, **“Why do you think so?”**

The participants answer, “You touched the currency note!”

The trainer immediately adds, **“I travelled in a bus and touched the rods – then I came here and touched so many other objects, didn't I??”** The participants nod and holds the point.

The trainer goes back to the subject – importance of hand washing and, how a pair of clean hands keeps us healthy.



### 4. The trainer will then ask the participants,

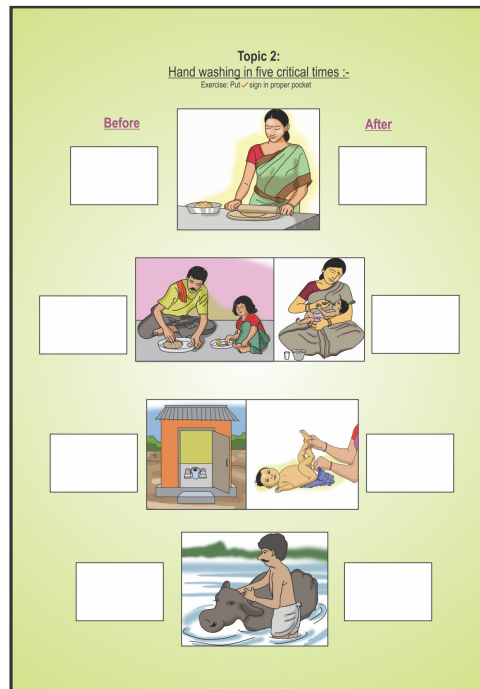
**“Tell me, when do we need to wash our hands?”** Let us play a card game on it.



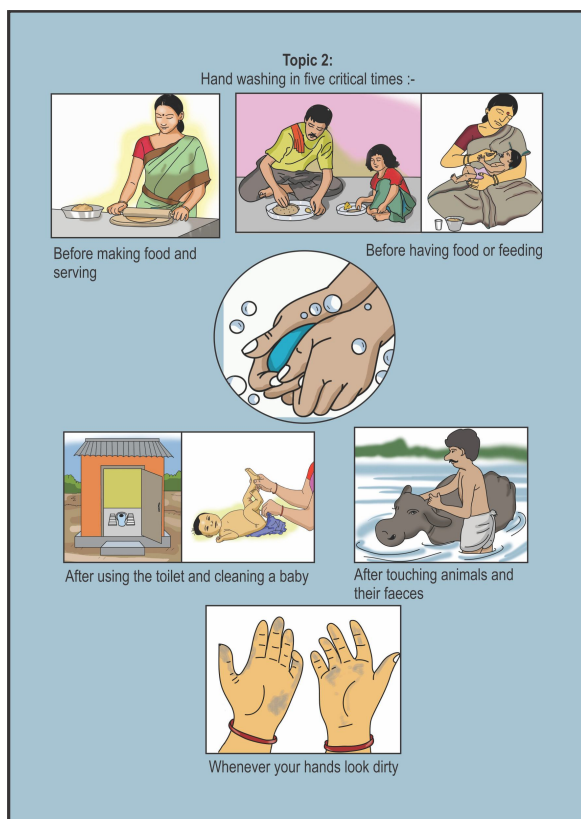
Trainer will tell the participants to put “right” signs in the proper pocket (*before or after*).



## Topic 2: Hand-Washing in 5 critical times



The trainer then show the participants two posters on critical times of hand washing.



## Topic 2: Hand-Washing in 5 critical times



The trainer then show the participants six steps of hand washing.



*Spend maximum 15minutes*

5. To strengthen the learning, the trainer demonstrates the same steps of process of washing hands through enactment.



The trainer is looking for any disconnect among the participants and quickly randomly picks up 3-4 students to see if they have followed the process.

*Spend maximum 10minutes*

Use booklet – **Clean Water & Environment:** Page 9 &11

**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
currency exchange chain	five critical times to wash hands

### Topic 3: Usage of toilet

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5minutes*



The trainer starts the day on the topic; **usage of toilet**. The opening sentence on the subject, "**We remember cleanliness and Hygiene? Don't we?**"

The answer comes in a chorus, "YESSS!"



**So, which one do you think we will touch upon when we talk about – using a toilet?**

The answer comes in a chorus, "HYGIENE!"

The trainer asks, "**...and why so?**"

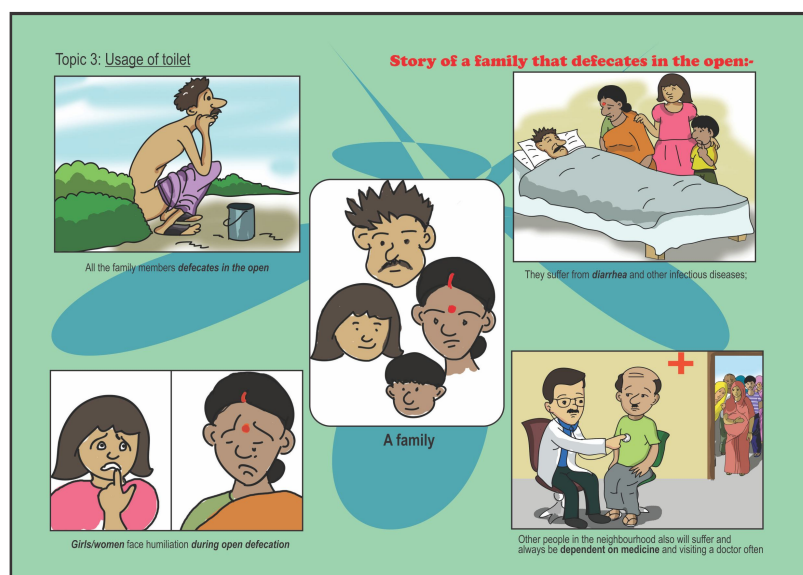
The answer is in chorus, "It is about our health, and so it is about HYGIENE!!"



"Good!! So, are we prepared to discuss about toilet and the necessities?"

- Yes, we are!!! The participants respond immediately.

There we are, the trainer unfolds a chart depicting picture-story of a family that **defecates in the open**;



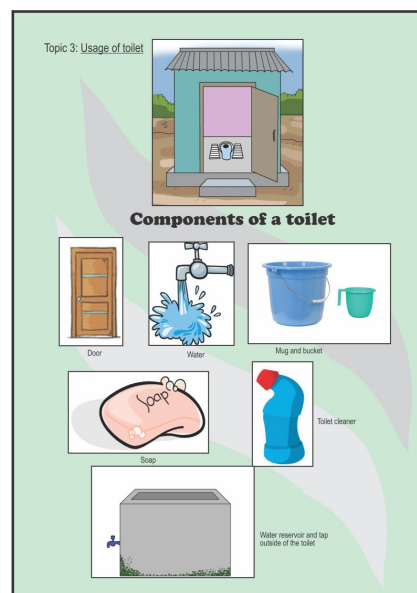
## Topic 3: Usage of toilet

Use booklet – **Clean Water & Environment:** Page 3, 5, 7, 15 & 17

1. A family that **defecates in the open** and how;
  - a. they suffer from **diarrhea** and other infectious diseases;
  - b. **girls/women** face humiliation **during open defecation**
  - c. other people in the neighbourhood also will suffer and
  - d. as a community we will always be **dependent on medicine** and visiting a doctor often
2. Wearing a clean dress, cleaning your room and eating good food will not help us if the habit of hygienic way of living is not practiced.
3. Then the burning question, “What should we do to avoid such situations?”

The trainer will coax the participants to answer. The participants would answer a few.

The trainer will show the (Toilet) poster and discuss the importance of having a toilet.



4. Trainer will explain the proper usage of toilet
5. Components of a toilet
  - a. picture of door – closed toilet
  - b. water
  - c. mug & bucket
  - d. hand soap and toilet cleaner liquid
  - e. water reservoir and tap outside of the toilet

*Spend maximum 20minutes*

## Topic 3: Usage of toilet

6. **Toilet hygiene** process of usage and keeping the place clean after use with the help of picture/charts

*Spend maximum 20minutes*



**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
Cleanliness and Hygiene (repeat)	Open defecation – effects
School level support	Committees to handle different activities

## Topic 4: Safe drinking-water handling

### Topic 4: Safe drinking-water handling

Starting of the session with the feedback on the previous day's learnings



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

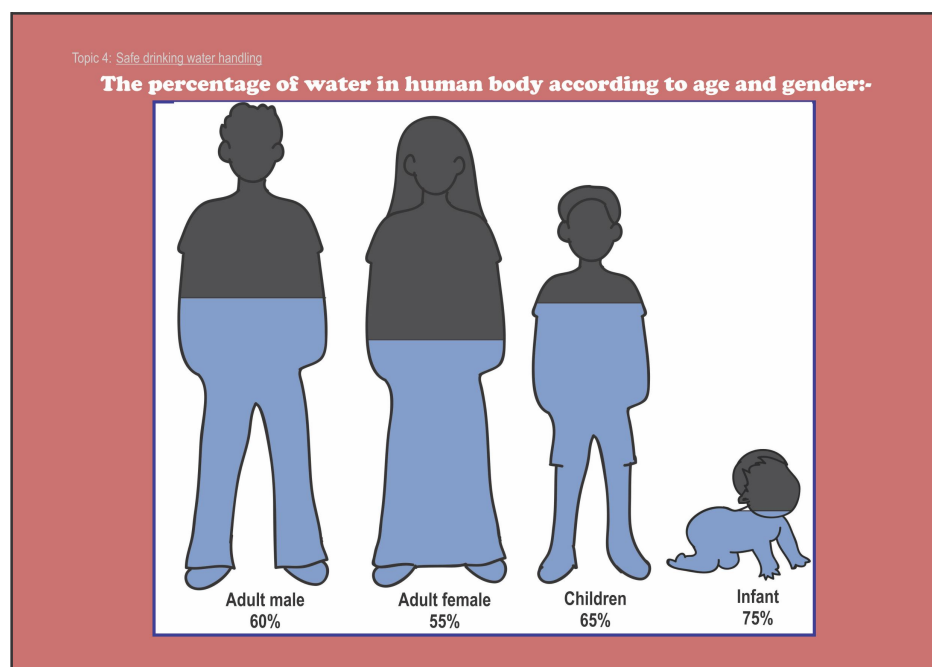
*Spend maximum 5minutes.*

The session begins with the trainer telling the participants, **"70% of our body is made of water!! Also, 90% of the diseases we know, are Water-Bourne."**

The participants are looking for a comfortable answer to understand the concept.



The trainer unfolds a chart of a Human Body outline and explains;



**Have you ever wondered how much of your body is water? The percentage of water varies according to your age and gender. Here's a look at how much water is inside you.**

The amount of water in the human body ranges from 50-75%. The average adult human body is 50-65% water, averaging around 57-60%. The percentage of water in infants is much higher, typically around 75-78% water, dropping to 65% by one year of age.



## Topic 4: Safe drinking-water handling

Body composition varies according to gender and fitness level because fatty tissue contains less water than lean tissue. The average adult male is about 60% water. The average adult woman is about 55% water because women naturally have more fatty tissue than men. Overweight men and women have less water, as a percent than their leaner counterparts.



The trainer then turns to show a chart showing a list of diseases which are waterborne. The list has approximately 25 types of diseases which are the common diseases and due to which many people die early, specially children below 5 years of age.

Disease and Transmission	General Symptoms
cleaning of contact lenses with contaminated water	Eye pain, eye redness, blurred vision, sensitivity to light, sensation of something in the eye, and excessive tearing
Amoebiasis	Abdominal discomfort, fatigue, weight loss, diarrhoea, bloating, fever
Oral	Flu-like symptoms, watery diarrhoea, loss of appetite, substantial loss of weight, bloating, increased gas, nausea, cramps, nausea, vomiting, muscle aches, fever, and fatigue
Cyrtosporiasis	Diarrhoea, abdominal discomfort, bloating, and flatulence
Faecal-oral-hand-to-mouth	
Botulism	Dry mouth, blurred and/or double vision, difficulty swallowing, muscle weakness, difficulty breathing, slurred speech, vomiting and sometimes diarrhoea. Death is usually caused by respiratory failure.
Campylobacteriosis	Produces dysentery-like symptoms along with a high fever. Usually lasts 2-10 days.
Cholera	In severe forms it is known to be one of the most rapidly fatal illnesses known. Symptoms include very watery diarrhoea, nausea, cramps, nosebleed, rapid pulse, vomiting, and hypocalcaemic shock (in severe cases), at which point it can occur in 12-18 hours.
E. coli Infection	Mostly diarrhoea. Can cause death in immunocompromised individuals, the very young, and the elderly due to dehydration and prolonged illness.
M. marinum infection	Symptoms include lesions typically located on the elbows, knees, and feet (from swimming pools) or lesions on the hand (aquariums). Lesions may be painless or painful.
Dysentery	Frequent passage of faeces with blood and/or mucus and in some cases vomiting of blood.
Legionellosis	Pontiac fever produces milder symptoms resembling acute influenza without pneumonia. Legionnaires' disease has symptoms such as fever, chills, pneumonia (with cough that sometimes produces sputum), ataxia, anorexia, muscle aches, malaise and occasionally diarrhoea and vomiting.
Leptospirosis	Begins with flu-like symptoms then resolves. The second phase then occurs involving meningitis, liver damage (causes jaundice), and renal failure.
Otitis Externa (swimmer's ear)	Ear canal swells, causing pain and tenderness to the touch.
Salmonellosis	Symptoms include diarrhoea, fever, vomiting, and abdominal cramps.
Typhoid fever	Characterized by sustained fever up to 40 °C (104 °F), profuse sweating, diarrhoea may occur. Symptoms progress to and the spleen and liver enlarge if untreated. In this case it can last up to four weeks and cause death. Some people with typhoid fever develop a rash called "rose spots", small red spots on the abdomen and chest.
Vibrio illness	Symptoms include abdominal tenderness, agitation, bloody stools, chills, confusion, difficulty paying attention (attention delirium), fluctuating mood, hallucination, nosebleeds, severe fatigue, slow, sluggish, lethargic feeling, weakness.
SARS (Severe Acute Respiratory Syndrome)	Symptoms include fever, myalgia, lethargy, gastrointestinal symptoms, cough, and sore throat.
Hepatitis A	Symptoms are only acute (no chronic stage to the virus) and include fatigue, fever, abdominal pain, nausea, diarrhoea, loss, itching, jaundice and depression.
Hepatitis E (faecal-oral)	Symptoms of acute hepatitis (liver disease), including fever, fatigue, loss of appetite, nausea, vomiting, abdominal pain, jaundice, dark urine, clay-coloured stool, and joint pain.
Acute gastrointestinal illness (AGI) (faecal-oral; spread by food, water, person-to-person, and fomites)	Diarrhoea, vomiting, nausea, stomach pain.
Polio	90-95% of patients show no symptoms, 4-8% have minor symptoms (comparatively) with delirium, headache, fever, an occasional seizure, and a spastic paralysis, 1% have symptoms of non-paralytic aseptic meningitis. The rest have serious symptoms resulting in paralysis or death.
Polyomavirus infection	BK virus produces a mild respiratory infection and can infect the kidneys of immunosuppressed transplant patients. JC virus infects the respiratory system, kidneys or can cause progressive multifocal leukoencephalopathy in the brain (which is fatal).

*Spend maximum 15 minutes*



The trainer then asks for a glass of water – he looks at the participants, **“is this clean or not?”**

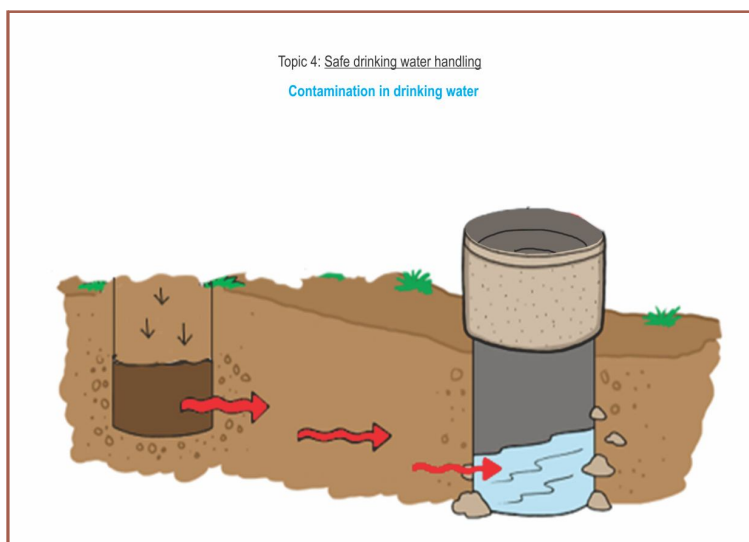
If they say 'yes' then the trainer will tell them that there are innumerable germs present in this glass of water if we see it under a microscope

## Topic 4: Safe drinking-water handling

(show *picture of a glass of water with germs*)



1. How water gets **contaminated** and how we take it daily;
  - ✓ The source is next to a drain / the pipe leakage allows the outside dirt to flow in
  - ✓ The carrying in bucket / pipe is hardly cleaned
  - ✓ The container where the water is stored is overused and needs a replacement



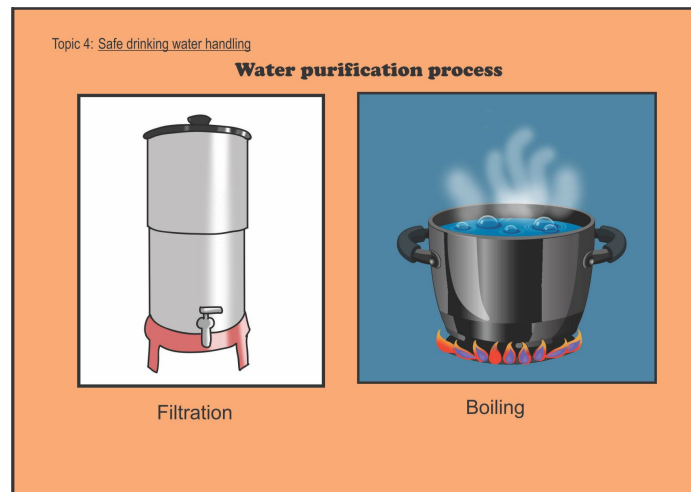
*Spend maximum 15 minutes*

Use booklet – **Clean Water & Environment**: Page 13

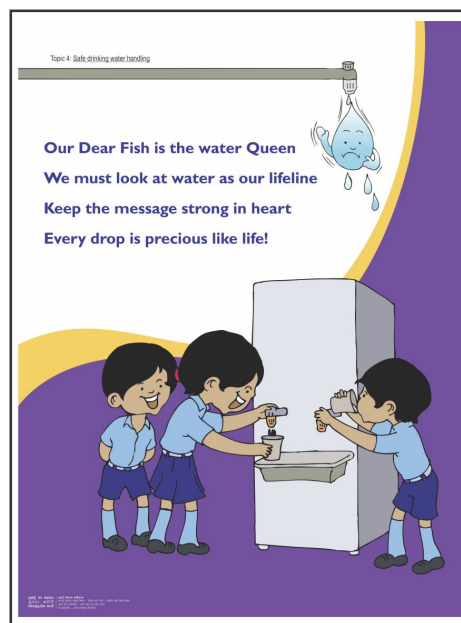


## Topic 4: Safe drinking-water handling

2. The trainer will show the participants the simple water treatment process – ***pictures (Filtration, boiling)***



*Spend maximum 10 minutes*



**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
70% of our body is made of water	90% of our diseases are water borne
Water contamination	The mechanisms to fight against diseases

## Topic 5: Menstrual hygiene Management

### Topic 5: Menstrual hygiene Management Part 1

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5 minutes*



The trainer starts the day on the topic: **Menstrual hygiene management**. The subject has many challenges in terms of the required knowledge, instead the myth plays a larger part. The trainer needs to be careful in selecting words as the session starts, as the participants may be closed to receive information rather than participate.

The trainer starts, **“Friends! Today we will hear the story of Bina. She is among the first four students in the class – she is the livewire of the school, full of energy and darling of the crowd. Bina is the girl who is a performer of her own class, be it singing or dancing. Whenever the teachers are arranging any program the first thing that they would say, “Where is Bina?”**

The trainer continued, **“Just a few days back the classmates were surprised to find Bina not in herself, quietly seated in the corner not interested to communicate – what has happened? Everyone was asking. But to no avail, the news went to the class teacher even, “What has happened dear? But Bina isn't answering.**

After the school was over the headmistress called on Bina, “I heard, you are absolutely quiet today? Other days you chirp around all day!! What is wrong? Tell me...” Bina was quiet again.

The trainer smiled, **“You better understand, Bina is now a woman. She isn't anymore a girl! She has attained the adolescence, this is a natural transformation. She won't be the same person, she will behave differently, she will have a different mental set-up.**

**By the way, did you all started talking, walking and seating when you were born?**

The participants laughed, “No No! no-way !!!!”

Trainer also smiled, **“Tell me are you talking, thinking and doing things the same way when you started these activities right at the beginning?”**

The participants moved their hands, “No not at all !!!!”

“Correct! This means we all do things differently as we grow from a small child to gradually a full grown person. Nature builds us slowly bit by bit. We must understand and appreciate the changes and move ahead in life. This is not complicated, say for example;

- Changes are on our body, mind and behavior. As we may be irritated or silent through our behavior, mentally we may be emotional and the physical changes are externally visible
- The menstruation cycle begins in a girl's life. The body behaves in an absolutely new way, the experience wasn't there, one needs the basic information or else one may find it awkward
- Mental training needs to happen to control the shock, emotion, tension, uncomfortableness etc. or the communication becomes awry.

*Spend maximum 20 minutes*



The trainer immediately asks, **“Do you all agree to what I just said?”**

The participants agree as well, “Yes we do..!”

**“So dear friends! Are you prepared for the next set of discussions?”** The trainer throws the next question.

The participants agree, “Yes we are ready!”

**“What do you understand by the hygiene part of menstruation?”**

Some participants would attempt an answer. The trainer would expect an all-round participation, as the discussion would open up the overall information level. The trainer at the end would assimilate the information that has been gathered.

The trainer then turns at the participants, **“Why are we discussing this?”**

The participants are confused, “No idea! We don't know!!”

Trainer asks, **“You don't have the solution either!!”**

Participants answer, “True! We don't know actually!!”

Trainer smiles, **“But, superstition breaks the scientific truth – you agree. Don't you?”**

“Right. That's true!” The participants agree.

The trainer announces, **“Let's prepare to break the myth and work towards the right path.”**

## Topic 5: Menstrual hygiene Management



Trainer asks, “Can share your misconceptions or wrong perceptions in regard to periods?”

The participants would turn to remain silent and not discuss much.



The trainer then asks, **“Have you ever heard about some myths and misconceptions about menstruation?”**

Some participants may reply. Their answers may include,

During periods

- Girls/Women can't touch plants.
- They can't go to religious places or offer prayer
- They aren't allowed any physical exercises
- No shampooing of hair
- They need to wash their sanitary pads before throwing out, else ghosts arrive

**“Is this all, OR you have more to add?”** The trainer asks.

Possible that participants would add a few more to the above list.

The trainer is amused, **“Do you really believe these? You want to keep believing these? Do you want others to believe these?”**

*Spend maximum 15 minutes*

The participants are silent, they are not willing to discuss further – their belief has been shaken.

**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
<i>Story of Bina – can a small matter stop her to enjoy life?</i>	<i>Superstitions – do you support?</i>
<i>Girls are the better creations – they create life</i>	<i>Myth versus scientific truth</i>

### Topic 5: Menstrual hygiene Management Part 2

Starting of the session with the feedback on the previous day's learnings.



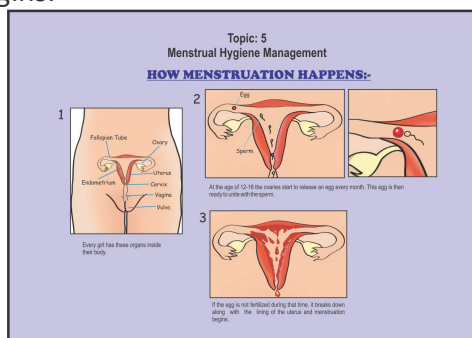
The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5 minutes*

Trainer started, **"The last day when we tried to speak on Menstrual hygiene management we touched upon the social stigmas. I am sure we will move away from the wrong perceptions that holds back the scientific explanations which will bring in the logical end to know – how menstruation happens?"**

A few participants may answer, the trainer finally explains:

- During adolescence, young girls have menstrual flow which is the natural phenomenon for any girl of this age
- Every girl has an ovary, fallopian tube, uterus, cervix and vagina inside their body.
- At the age of 12-16, ovaries start to release an egg every month. This egg is ready to unite with the sperm.
- A woman become pregnant if the egg is fertilized by a man's sperm cell.
- If the egg is not fertilized during that time, it breaks down, along with the lining of the uterus, and menstruation begins.



*To help participants understand better show this poster.*

- During the menstrual period the observations follow;
  - Severe ache or gripe in the stomach
  - Inconsistent period
  - Excess blood loss
- Menstrual problems
  - Reproductive Tract infection
  - Urinary Tract infection
  - Vaginal infection
  - White discharge

*Spend maximum 15 minutes*

## Topic 5: Menstrual hygiene Management



The trainer will show this poster to every participant and ask them, “What should girls/ woman do/not do during menstruation?”  
After participants answer, the trainer will explain the following:



### Do's:

1. The cleanliness & hygienic practices, nutritious food and exercises\* during menstruation
2. Girls should always carry (cotton)cloth or sanitary napkin with them
3. After using cloth, it can be reused by washing it with disinfectant and warm water and drying under the sun (or using a hot iron on it) and safely storing it
4. Napkin must not be reused after 3months
5. After using napkin, it should be disposed with proper wrapping or drop it in a pit
6. Change your napkins at least three times a day - morning, afternoon and night.
7. Every time you change a napkin wash hands carefully
8. Every time while changing napkin wash private parts with warm water
9. One must take a bath every day without fail
10. Consume iron-rich food during menstruation.

\* Consult an expert for the right exercises

### Don'ts:

1. Don't throw your used pad anywhere outside or in the pan/commode.
2. Don't wear a single pad throughout the day as it may cause infection.



The trainer then tells the participants,  
“Now I will show you a chart and some loose pictures. There will be a 'Cross' and a 'Tick' and blank boxes under them. You have to pick up the pictures and insert in each right box.”

Topic 5  
Menstrual hygiene management  
CARD GAME  
(Insert pictures in the proper picture)

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**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject.  
Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
Adolescence –body changes that happen	Adolescence – mental changes noticed
Menstrual period – observations	Menstrual period – problems
Hygienic practices	Do's & Don'ts

### Topic 6: Food hygiene

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

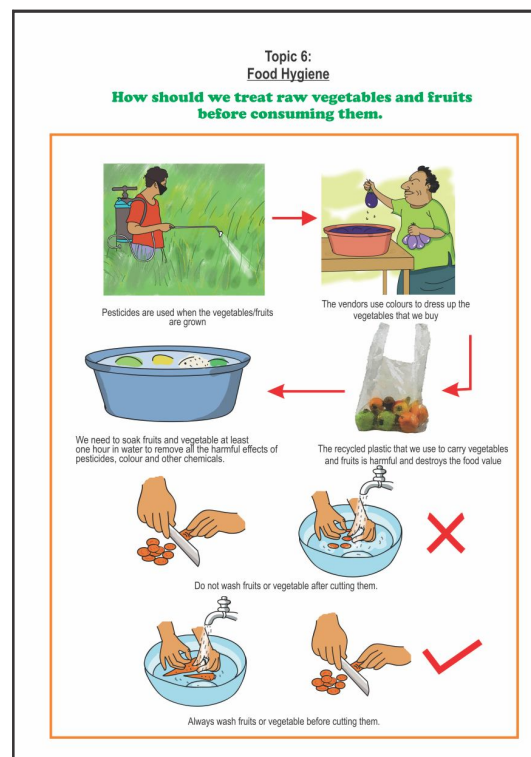
*Spend maximum 5 minutes*

The session begins with;



1. The trainer showing the ***cycle of buying raw vegetables from market, cooking and then preserving (refrigerator) process*** through picture and ask the participants what are the ways the food gets contaminated during the process;
  - a. The pesticides which are used when the vegetables/fruits are grown
  - b. The colours used by the vendors to dress up the vegetables that we buy
  - c. The recycled plastic that is harmful and destroys the food value
  - d. Storing the raw vegetables/fruits in the refrigerator without washing them by soaking in fresh water for good 1 hour.

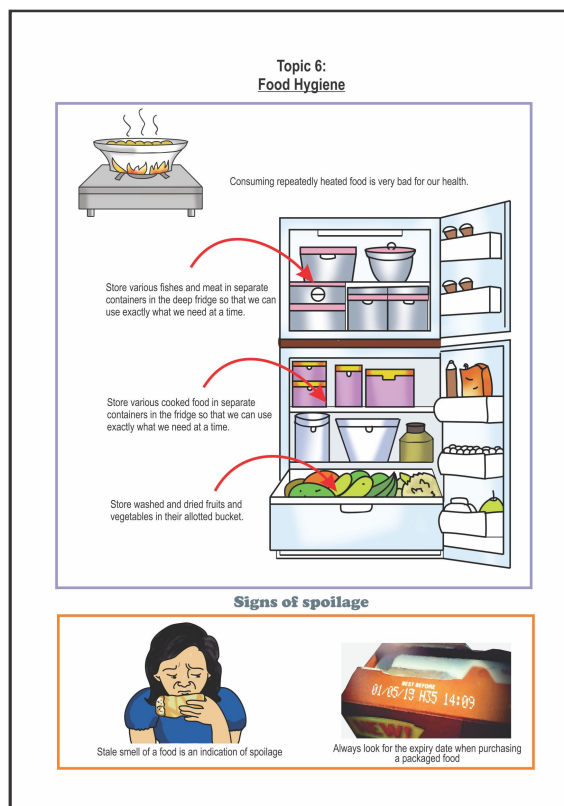
Show this poster to  
the participants



## Topic 6: Food hygiene

2. Explanation on **bacteria contamination**;
  - a. Cutting vegetables/fruits also fish & meat after it's washed properly and dried
  - b. Repeated heating the food which is stored in a refrigerator for numbers of days
3. Signs of spoilage (smell, look)
  - a. Dull skinned & loss of colour and tightness of raw vegetables, meat and fish
  - b. Stale smell of the raw vegetables, meat and fish
  - c. Looking for the expiry date when purchasing a packaged food
  - d. Avoid buying packaged food which doesn't have a label with the dates mentioned
  - e. At bakery shop / parlours insist for a fresh item and not eat anything on the display
4. How to store food when it's RAW & COOKED – pictorial description

Show this poster to  
the participants



*Spend maximum 25minutes*

**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject.  
Revisiting every point and in chorus discussing the matter for retention and understanding.

### The points we must remember:

<i>Cycle of vegetables from farm to dining table</i>	<i>Points of Contamination – preventions</i>
<i>Storage – procedures and safety measures</i>	<i>Package food – Do's &amp; Don'ts</i>



Topic 7:  
Waste Management – segregation at source

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5minutes*



The trainer looks at the participants and asks, **"We all understand waste – don't we? But do we realise that waste is not good for our wellbeing?"**

The participants waiting for the trainer to add. The trainer touches a book and asks, **"Is this a waste?"**

An answer in chorus, "No!!!"

**"When you get promoted to the upper class, do you still need this book?"** The trainer is waving book.

Again, the answer is in chorus, "No!!!"

**"Then what do you do?"** The trainer wants the participants to answer.

"We sell it, or we give it to junior students !!" The participants say

**"What about this shoe which you are wearing now? When you grow, the shoe doesn't fit – then what do you do?"** The trainer wants to know.

"We throw them to the dustbin." The participants say.

**"What happens next? Do you ever try to find out?"** The trainer now moves towards the participants.

Some students say, "Those go to city garbage... where else!"

**"Absolutely, what happens next? Have you ever thought about it?"** The trainer closes towards the obvious answer.

"Why we need to know about the next point?" The students are restless.

The trainer was waiting for this answer, **"Dear friends! Here is the point, we need to know the matter for our own good. The waste is growing – as the population is growing. The waste will become a mountain, if we human being don't realise that. A time shortly will arrive, when we will be displaced by the waste. If we don't tackle the problem, today – your playground will vanish, your gardens will be destroyed, our roads will no longer be visible, our rivers will be polluted, our air will be filthy – for that matter, we will have no food, no air and no water!!"**

## Topic 7: Waste Management – segregation at source

The participants are quiet.



The trainer asks, **“Are we looking forward to that day? Is it what we deserve? Can we allow our planet to become a unliveable place?”**

“No !!” The participants are scared.

**“Then what we should do?”** The trainer's immediate question.

“Not to create waste.” Clear answer.

**“But waste will always be created. We produce so many objects everyday – mobile phones, television sets, chocolates, Potato-chips, dresses etc etc. We discard all such objects when we don't require them. Don't we??”** The trainer looks at all the faces.

The participants don't have an answer, they look at each other's faces.

**“So, let us understand that waste WILL be created. But we need to *handle* that effectively. Firstly, we must be careful not to throw away everything, instead find out what another way it can be used.**

**Secondly, when it's no more usable then find out the right way to dispose it. Which means, make an effort to throw it to the right place and not anywhere. Disposal is an effort – when everyone is careful, the effort is less on an individual and collectively we can make our life easy. Can we?”**

The participants feel better, “Yes! Yes!!”

Trainer then writes on the board, **“Let us then understand what are the types of waste do we create?”**  
The trainer makes the list, as follows:

Two types of wastes are there:

**Bio-degradable** (*what can get degraded as soil-mix*)

Solid (Ex. Food all types, paper, decomposed dead animals etc.)

Liquid (Ex. Water, milk, fruit extracts etc.)

**Non-Bio-degradable** (*what can DON'T get degraded as soil-mix*)

Solid (Ex. Plastic, rubber, synthetic items etc.)

Liquid (Ex. Chemicals, petrol etc.)

The participants get a clarity.

*Spend maximum 20minutes*



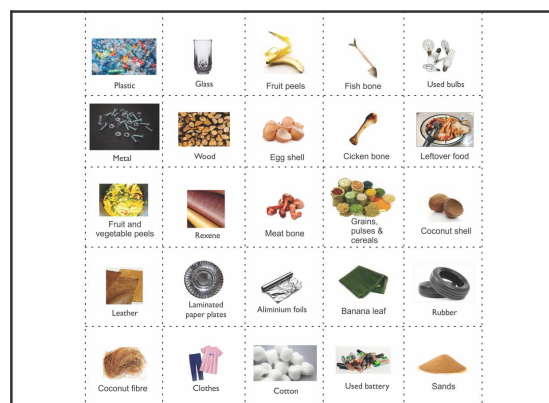
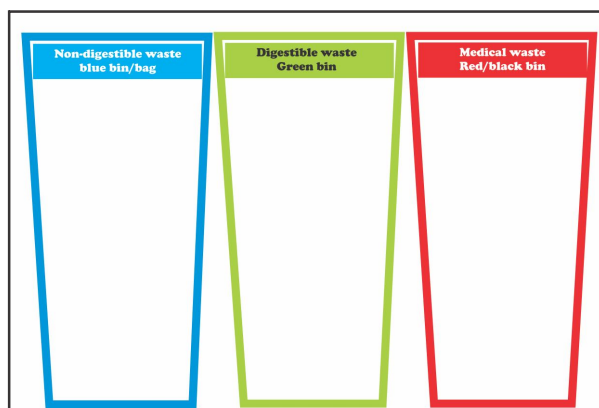
The trainer then discusses the following;

Handling the waste in domestic areas
1) Allow no deposition of any waste around the household.
2) Use proper waste bins to collect domestic wastes during the day.
3) Dispose off the previous day's waste also extra waste to the waste collector OR, walk up to the nearest dump yard & drop the waste in the proper place.
4) Watch the leakages from the sanitary pipes and kitchen pipes wherefrom the liquid wastes get drained into open area and contaminate the underground water meant for future personal uses.
5) Cleaning of the public toilets and maintenance of the waste lines for better waste management system in the locality.
6) Inform the municipality in case of non-clearance of waste from the dump.
7) Insist the offices, schools and small manufacturing units in the locality to manage their waste and stop pollution in the area.

*Spend maximum 10minutes*



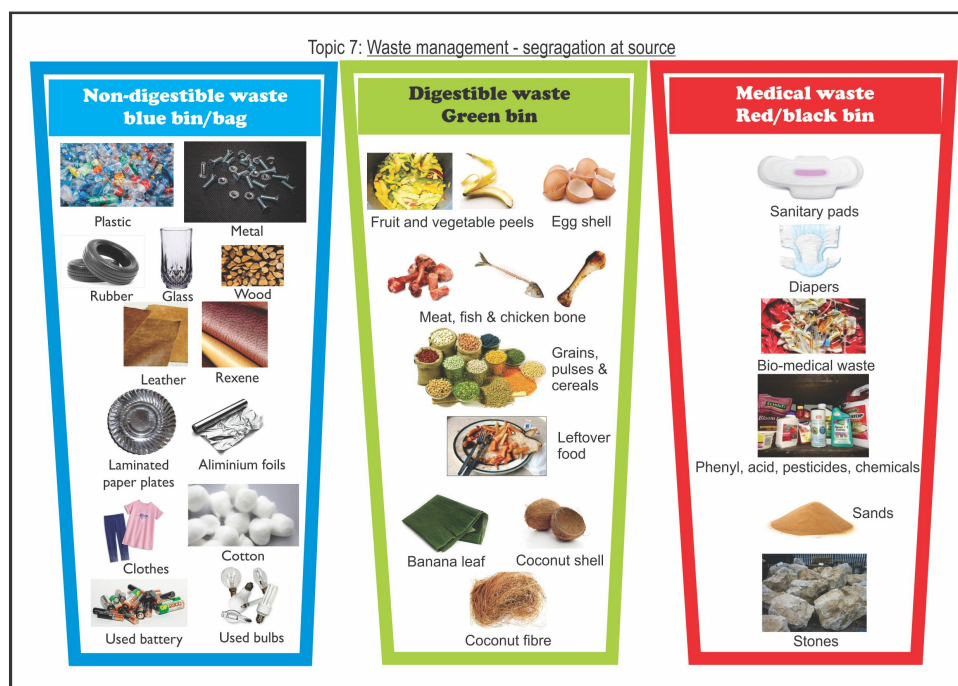
The trainer then shows a chart with three waste-bins. **“Can we put the bins to use the right way? We have the wastes here, as picture of a definite type of wastes – let us make the effort to pick up one by one the cards here and drop on the right bin.”**



*Spend maximum 5 minutes*

## Topic 7: Waste Management – segregation at source

Answer sheet/poster:-



*Spend maximum 10minutes*

**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
<i>What is waste?</i>	<i>Do we need to be concerned about disposal?</i>
<i>How can we make our planet beautiful?</i>	<i>Solid &amp; Liquid Waste</i>
<i>Biodegradable &amp; Non-biodegradable</i>	<i>How to ensure a clean environment?</i>

### Topic 8: Classroom cleanliness

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5 minutes*



Trainer takes into account the school premise and classroom as a part of the entire space where the students spend during their stay of minimum 6 hours of each day.

1. The common space – The gate, corridors, staircases, courtyard, library, field and the toilet and wash area.
2. The common objects used regularly – Duster, Blackboard, dustbin, desk & benches,
3. The common facilities that are used regularly – Doors, tap and wash basin, commode and mug, drinking water-tap, electric switches,
4. Personal items that are carried – Books, copies, stationaries, tiffin-box, water bottle,

*Spend maximum 10 minutes*

- A. The trainer asks, **“How many times do you touch the desk?”**
  - a. The students are laughing, “We are continuously touching it throughout the day!”
- B. The trainer then asks, **“Which are the objects in this room, that you didn't touch during the last one week?”**
  - a. The students would look around and answer, “None!! We keep touching every object once in a while every second/third day!”
- C. The trainer then asks, **“Which are the objects in your school, that you didn't touch during the last one week?”**
  - a. The students would look outside and think for a while and answer, “None!! We keep touching every object once in a while every second/third day!”

*Spend maximum 15 minutes*



The trainer then looks at the children, **“Dear friends, do you realise that you spend more than 6 hours here? Then, how can you make sure that you are not exposed to dirt, germs, unclean objects and diseases?”**

## Topic 8: Classroom cleanliness

The students are speechless. They don't have an answer.

The trainer continues after a short pause, **“Tell me, how can you maintain hygienic condition around you?”**

The trainer raises all, **“Let us take a trip inside your classroom and see what all that you can change with little efforts...”**

After the participants have identified the points which may cause health hazards, they return to their respective seats – the trainer then tells them, “Similarly my friends! You can do the same exercise inside your school premises and mark all points that can be notified to the teachers.”

The students are restless to conduct the activity immediately. The trainer reminds them, **“Dear friends! I can see the urgency, but remember this activity needs to be regular and just not for this one moment. So, make it a habit to be clean yourself and keep your surroundings clean.**

Invite participants to solve the “Jigsaw puzzle”.

### Jigsaw puzzle answer sheet:



*Spend maximum 10minutes*

## Topic 8: Classroom cleanliness

Use booklet – **Clean Water & Environment**: Page 15, 19 & 21

Posters:



**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject. Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
<i>School &amp; classroom is where we spend 6 hours of the day</i>	<i>The basic habit that one must grow to keep the surroundings clean</i>
<i>Objects that we keep touching almost everyday</i>	<i>How can we involve the school in maintaining the place clean?</i>
<i>How can we ourselves be alert?</i>	<i>Encourage your friends to join the activity</i>



## Topic 9: Sanitation is related to Nutrition

### Topic 9: Sanitation is related to Nutrition

Starting of the session with the feedback on the previous day's learnings.



The trainer would lend few highlights of the session and ask whether the learnings can be put to work and if they have already started the activity themselves...

*Spend maximum 5minutes*



The trainer asks the participants, “**Can you tell me what is Sanitation? And, what is Nutrition?**”

The participants would attempt and may provide a vague answer. The trainer now needs to provide a simple and logical answer to satisfy the participants.

**Sanitation** refers to public health conditions related to,

**clean drinking water,**  
**adequate treatment,**  
**disposal of human excreta** and  
**sewage.**

Preventing human contact with faeces is part of sanitation, as is **hand washing** with **soap**.

**Nutrition** is the science that interprets the interaction of nutrients and other substances in food in relation to,

**maintenance,**  
**growth,**  
**reproduction,**  
**health** and  
**disease** of an organism.

It includes **food intake, absorption, assimilation, biosynthesis, catabolism** and **excretion**.

*Spend maximum 15minutes*

The trainer with this explanation looks at the participants and asks, “**So, dear friends can you bring in a simple relation between these two concepts – Sanitation & Nutrition?**”



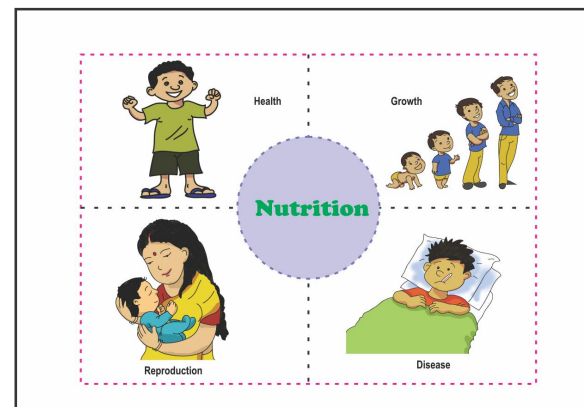
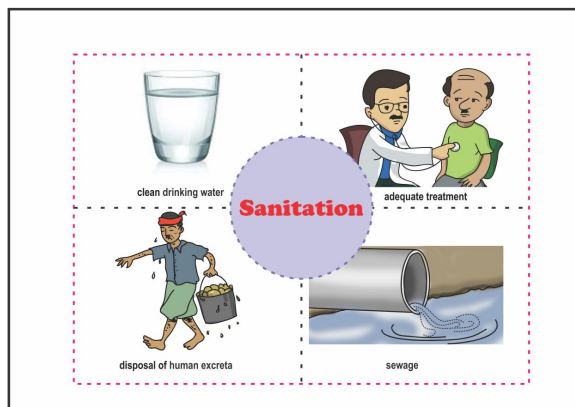
## Topic 9: Sanitation is related to Nutrition

The participants would come up with a mixed answer; the trainer needs to provide a comparison chart and explain,

Sanitation	Nutrition
Clean Drinking Water	Maintenance
Adequate Treatment	Growth, Health
Disposal of human excreta, Sewage	Excretion, Disease

Now tell the participants to solve two jig saw puzzles on sanitation and nutrition.

**Jigsaw puzzles answer sheet:**



Trainer's attention would be to bridge the two different words into a common bonding.

The trainer would explain – **Sanitation is linked to health condition hence; the hygiene and cleanliness plays the pivotal point. Nutrition on the other hand is focused to food and its effect on the body and general wellbeing of human being. However, the connection is health – nutrition is the internal input and the sanitation is the external behaviour.**

**Thereby, the management of the two is a critical combination which determines the long-run facilitation of health.**

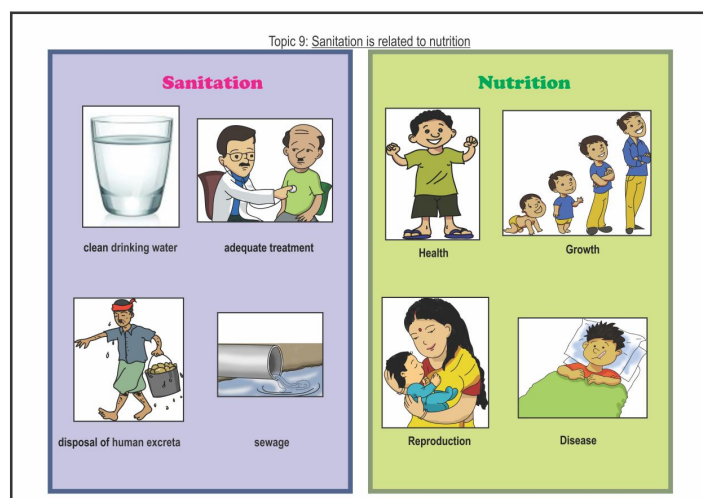
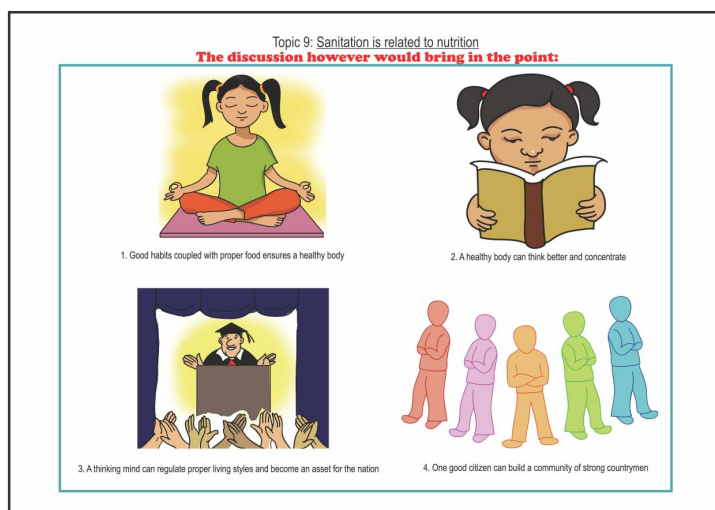
*Spend maximum 10minutes*

## Topic 9: Sanitation is related to Nutrition

The discussion however would bring in the point,

1. Good habits coupled with proper food ensures a healthy body
2. A healthy body can think better and concentrate
3. A thinking mind can regulate proper living styles and become an asset for the nation
4. One good citizen can build a community of strong countrymen

Show these posters to the participants



*Spend maximum 10minutes*

**Conclusion:** The trainer would pull the participants into discussion; the repetition of the entire subject.  
Revisiting every point and in chorus discussing the matter for retention and understanding.

The points we must remember:	
The meaning of Sanitation & Nutrition	Sanitation is related to external behaviour
Nutrition is related to internal input	We need to be alert in overall wellbeing

The chart is to be filled after each training:-

[illegible]

