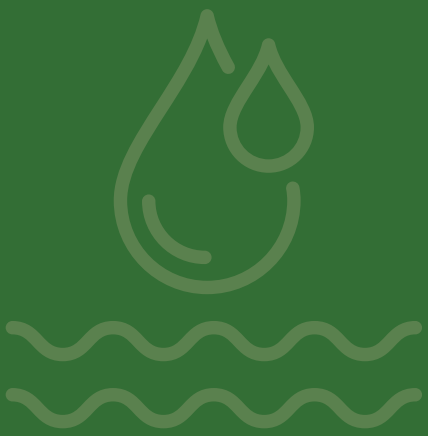
FACILITATORS GUIDE



100%
FOR THE CHILDREN

INTRODUCTION

The Youth WASH Champions Manual has been developed to empower children and young people to take an active role in creating safe, inclusive, and hygienic school environments. It is based on the idea of empowering youth with the knowledge, skills, and confidence to support in monitoring water, sanitation, and hygiene (WASH), while fostering leadership, problem-solving, and inclusive practices.

This manual seeks to answer the question: **In what ways can we encourage and equip young people to become champions of WASH for healthier school and community environments?**

A TOOLKIT FOR YOUTH WASH LEADERSHIP

Schools and communities are increasingly recognizing the role of children as active participants in promoting health, hygiene, and inclusion. A critical dimension of this is to create environments where students can safely engage, learn, and influence positive behavior, while supporting peers as well as peers with disabilities or other specific needs. By empowering youth to understand and manage WASH systems, this manual helps bridge the gap between infrastructure provision and sustainable behavior change.

WASH is a complex challenge. Ensuring safe water, functional toilets, proper waste disposal, and inclusive access requires not only technical knowledge but also active participation, consistent monitoring, and continuous engagement. At the same time, students need clear guidance, practical tools to ensure inclusivity, and structured activities that are accessible to them.

PURPOSE

The manual has been developed for school staff, trainers and students themselves, to:

- **Support children in taking leadership roles as Youth WASH Champions, responsible for hygiene promotion, monitoring, and reporting.**
- **Provide practical, child-friendly tools to maintain safe, accessible, and inclusive WASH facilities.**
- **Promote inclusive practices and reduce stigma around disability, menstruation and hygiene needs.**
- **Enable schools to include safe WASH habits into daily routines**

Developed in collaboration with

HOW THE MANUAL WAS DEVELOPED

This manual was developed through a collaborative process involving school staff, children, Association for the Physically Disabled of Kenya, Engineers Without Borders, and 100% for the Children. All modules were tested and adapted over two cycles, incorporating feedback from children and teachers to ensure that activities are engaging, inclusive, and contextually relevant. The result is a resource that combines technical guidance with participatory learning approaches, making WASH both understandable and actionable for youth.

STRUCTURE OF THE MANUAL

The manual is composed of modules that provide step-by-step guidance for activities including:

- **Understanding water, toilets, and pipes, and maintaining systems effectively.**
- **Designing inclusive sanitation spaces and creating child-led visual reminders.**
- **Establishing reporting systems for WASH issues and monitoring facility performance.**
- **Engaging creatively in waste management through smart bins and environmental awareness activities**.

Each module includes learning objectives, practical exercises, demonstrations, and inclusivity considerations to ensure that all children can participate meaningfully.

FUNDING AND SUPPORT

The development of this manual was supported by the Ramboll Foundation and CISU-Civil Society in Development. Ramboll, a global engineering consultancy company founded in Denmark in 1945, provides sustainable solutions across water, environment, health, transport, energy, and urban development. CISU supports Danish civil society organizations in strengthening communities and promoting equitable and sustainable change.

MODULE 1:

SAFEGUARDING AND RISK MAPPING ON CONSTRUCTION SITE

PURPOSE
To provide participants with knowledge and practical tools to identify, analyze, and prevent risks for children on or near construction sites – with particular attention to children with disabilities (e.g., noise sensitivity).

Safeguarding & Risk Mapping for Construction Workers
Audience: Construction workers involved in the installation of a septic tank and associated works at Ayany Primary School
Duration: 1.5 hours
Facilitators: Project Team/ Contractor Safeguarding Focal Point

PURPOSE
To equip construction workers with knowledge and practical tools to:
- Identify and mitigate risks to children on or near the construction site
- Understand appropriate and inappropriate behaviour when working in a school setting
- Uphold child safeguarding responsibilities with clear accountability

Learning Objectives
By the end of this training, participants will:
- Understand child safeguarding principles and their responsibilities on-site
- Recognize how their behaviour affects children's safety and perception of safety
- Learn how to manage risks and report any safeguarding concerns
- Understand how to support inclusion for children with disabilities (e.g., noise, access barriers)

Session Outline
1. Welcome & Icebreaker (10 minutes)
- Quick introductions
- Icebreaker: "What does safety mean to you?" (group sharing)

2. Why Safeguarding Matters in School Construction (15 minutes)
- Working in/near schools = extra responsibility
- Children are curious and easily drawn to construction
- Risks include: falling into pits, injuries from tools, exposure to harmful language or behaviour
- Reminder: some children may have disabilities, noise, movement, or communication needs

3. Appropriate vs. Inappropriate Behaviour (20 minutes)
Do:

- Be polite and respectful
- Avoid physical contact
- Stay in designated work zones
- Speak respectfully around children
- Report any concerns about a child immediately

Don't:

- Shout at, tease, or intimidate children
- Offer gifts, snacks, or money
- Use offensive or suggestive language
- Take photos or videos of children
- Enter classrooms, play areas, or toilets uninvited

Activity: Group discussion – Scenario Cards

"What would you do if a child comes to play near the septic pit?"
"What if a child asks you for money or food?"

4. Risk Mapping the Construction Site (20 minutes)
Facilitator presents a draft site map of the school with proposed construction area.
Workers split into groups to:

- **Group 1:** Identify hazards (e.g., open pits, heavy equipment, sharp tools)
- **Group 2:** Suggest controls (e.g., fencing, warning signs, noise schedules, quiet hours for children with sensory needs)
- **Group 3:** Identify entry/exit points and risk of children wandering into work zone

Output: Updated risk map to share with the school and construction site manager

5. Reporting & Accountability (10 minutes)

- All workers are accountable for safety
- Any inappropriate behaviour, incident, or risk must be reported to the Site Foreman, School Administration and Safeguarding Focal Point
- You have a duty to intervene if you see unsafe behaviour (even if it's another worker)

6. Commitment and Closure (5 minutes)

- Each participant signs a Code of Conduct (to be printed in Kiswahili & English) (Premium Containers indicated they have a code of conduct – review this in advance to align with project)

Materials Needed:

- Flipcharts/marker pens
- Scenario cards
- Printed site plan
- Code of Conduct handouts

MODULE 2:

"THE INVISIBLE WORLD" BACTERIA & CLEANLINESS (Pre & During Construction)

A. Understanding Bacteria & the Importance of Cleanliness

Introduction Discussion:"What are germs? Can we see them?"

Begin by explaining that some of the most dangerous things are too small to see. Germs (bacteria, viruses, parasites) can make us sick, but with proper hygiene, we can stop them.

What Are Bacteria?

Simple Explanation:
Bacteria are tiny organisms (microbes) that live all around us, on our hands, in the soil, on desks, and even in toilets.

Some are good (help us digest food), but many can cause diseases.

Common Diseases Spread by Dirty Hands & Surfaces:

- Diarrhea (common from dirty hands or food)
- Cholera (from drinking contaminated water)
- Typhoid (from food and water)
- Worms (from soil or unwashed hands)
- Skin infections (from dirty surfaces)

Trainer Tip:
Use a simple metaphor:
"Germs are like invisible hitchhikers – they ride on your hands, shoes, and food until they find a way into your mouth or body."

Demonstration: Bacteria Everywhere!

ACTIVITY 1: Swab and Grow (Simulated for Safety)

Note: This is a simplified activity and can be adapted using paper or real swabs.

Step-by-step:

1. **Collect "Samples"**: Have children swab (or rub with tissue) different surfaces (e.g., desk, toilet handle, shoe, hand).
2. **Label & Place:** Place each swab/tissue on a labelled paper circle representing a petri dish.
3. **Compare:** Discuss which areas are likely the dirtiest.
4. **Optional Extension:** If real petri dishes are available with a partner lab or university, grow the bacteria over 24–48 hours and bring the results back.

Discussion Points for Facilitator

- **Prediction:** Which places do you think will have the most bacteria? Why?
- **Comparison:** How do the bacteria (or "samples") from the toilet compare with those from the classroom (desks, chairs, door handles, etc.)? Were you surprised?
- **Surprises:** Did any "clean-looking" surfaces turn out to be dirtier than expected?
- **Next steps:** If we want to reduce bacteria spreading from the toilets to, for instance, the classroom, what actions could we take?

ACTIVITY 2: Handwashing Demo

Goal: Show that washing with soap removes invisible germs.

Options:

Use coloured chalk dust or flour to simulate germs.

1. Apply powder or chalk to students' hands.
2. Ask them to wash without soap.
3. Then wash with soap.
4. Collect samples after handwashing to compare results.

Visual Comparison (Poster or Image-Based Activity)

Show two images:

1. Dirty surface with many bacteria drawn (exaggerated to be visible)..
2. Clean surface after wiping and washing.

Ask students to identify the differences and what might happen if food was prepared on each.

Learning Objectives Recap

By the end of the module, students should:

- Understand that bacteria are everywhere, even if invisible.
- Know how germs spread from dirty hands and surfaces.
- Demonstrate proper handwashing techniques.
- Understand the importance of hygiene for health.

Materials Needed:

- Swabs or tissues for surface sampling
- Paper petri dishes
- Markers for labelling
- Chalk/flour
- Water, soap, bucket or handwashing station
- Visual aids: bacteria drawings, disease posters
- Optional: Real petri dishes if possible

Inclusivity Considerations

- **Visually impaired:** Use tactile charts with textures (e.g., raised "bacteria"), or have a verbal story-based version of the bacteria journey.
- **Hearing impaired:** Use visuals and sign language interpreter or gesture-based instructions.
- **Mobility needs:** Make sure handwashing stations are accessible or allow students to use a hand basin at their seats.
- **Neurodivergent learners:** Use step-by-step charts, calm spaces if needed, and visual prompts.

Key Messages to Reinforce

- Germs are **real**, even if we can't see them.
- Clean hands stop disease.
- Wash hands **with soap** after using the toilet, before eating, and after playing.
- Keeping our school clean helps keep us **healthy**.

Reflection Questions

- Where do you think germs hide in your classroom?
- What happens if you eat without washing your hands?
- What would you say to a friend who says "I don't need soap"?

MODULE 3:

THE INVISIBLE WORLD – PART 2: "GERM ART GALLERY"

Phase:
Pre & During Construction ***(should take place 1 week after with module 2 in order for the students to see the bacteria).***

Focus:
Reinforce hygiene concepts from Module 2 through creativity and ownership – transforming hygiene messages into fun, child-led artwork that **decorates and educates in toilet spaces**.

A. Creative Hygiene Education Through Art

Learning Objectives
By the end of the session, learners will:

- Recall key messages about germs and cleanliness from Module 2.
- Express their understanding of hygiene and sanitation through art.
- Create visual reminders that promote good hygiene habits in their school.
- Feel a sense of pride and ownership over the sanitation spaces.

Introduction:
Ask students:

- "What does a germ look like in your imagination?"
- "What do you think is hiding on dirty hands?"
- "What should we tell our friends about staying clean?"

Explain:
"Today, we're turning germs into art! You're going to be artists AND health ambassadors. Your drawings will help remind everyone to stay clean and healthy!"

Art Inspired by Science:
Use bacteria shapes and patterns from the previous session (Module 2) as a starting point.

Show real microscopic images (printed or drawn) of:

- E. coli
- Salmonella
- Round (coccus), rod (bacillus), spiral (spirillum) shapes

Explain simply:
"Germs come in many shapes and sizes. Let's turn those into fun creatures with a message!"

ACTIVITY 1: Draw Your Germ Characters

Materials Needed:
Drawing paper, crayons/markers, stencils (optional), visual guides

Instructions:

- Design a "germ monster" based on bacteria shapes.
- Give your germ a name and describe where it hides (e.g., "Toilet Handle Tony").
- Colour creatively.

ACTIVITY 2: Add a Hygiene Message

Examples:

- "Flush the toilet monsters!"
- "Soap defeats the hand invaders!"
- "Don't let germs party on your hands!"
- "Cover the water – keep the germs out!"

Explain:
"Your artwork will teach everyone who uses the toilet. Let's make it fun AND helpful!"

ACTIVITY 3: Toilet Space Decorating

- Select final artworks (in groups or by vote).
- Laminate or mount artworks.
- Hang them around toilet blocks (with builder or headteacher support).
- Add colourful signs, arrows, or speech bubbles near sinks and stalls.

Materials Needed:

- A4 drawing paper or poster paper
- Crayons, coloured pencils, markers
- Pre-printed bacteria image examples
- Glue, scissors, salotape
- Paint and canvas
- Laminating sheets (optional, for durability), or a few frames for exhibition purposes
- String, clips, hooks (for hanging art in toilet spaces)
- Sample signage materials (e.g., speech bubble cutouts, hygiene icons)

Inclusivity Considerations

- **Low vision:** Use tactile art materials (e.g., string, puffy paint) or assign a partner for drawing support.
- **Hearing-impaired**: Include written hygiene slogans with visual drawings.
- **Neurodivergent learners:** Offer step-by-step drawing guides and sensory breaks if needed.
- **Physical disabilities:** Ensure drawing space is accessible, provide assistive grips if needed.

Key Messages for Trainers to Reinforce

"Toilets are cleaner when we all take care of them."
"Your art can change how others behave."
"You're turning something scary (germs) into something helpful (reminders)."
"Clean hands and clean spaces = fewer sicknesses."

Sample Hygiene Slogans (Children Can Adapt)

- "Soap: Germs' Worst Enemy!"
- "Your hands are superheroes when they're clean."

Final Outputs

- 10–15 creative artworks with hygiene messages
- Displayed around toilets to beautify and reinforce behaviour change

Take-Home Messages

- Good hygiene can be fun and creative!
- You are a part of making school healthier.
- Art can teach important lessons to your classmates.
- Your voice matters in making the toilet spaces welcoming and clean.

Reflection Questions

- What's one hygiene tip your artwork shows?
- How do you feel when you walk into a clean, friendly toilet?
- Why is it important for children to teach other children about cleanliness?

MODULE 4:

"SIGN ME UP!" – MAKING TOILET SIGNS TO KEEP TOILETS CLEAN

Phase:
During Construction (final weeks before reopening toilets)

Focus:
Teach students the importance of clear, inclusive communication in sanitation areas by creating their own toilet signs that are helpful, fun, and educational.

A. Understanding Why Toilet Signs Matter

Learning Objectives
By the end of this module, learners will:

- They take more ownership of the maintenance instructions.
- Understand why clear toilet signs help everyone use facilities properly.
- Recognize that some people (e.g. young children, those with disabilities) need extra support to navigate facilities.
- Create clear, inclusive toilet signs using visuals and words.
- Feel a sense of responsibility and pride in keeping toilet areas functional and welcoming.

Introduction Discussion
Ask students:

- *"Have you ever gone into the wrong toilet by mistake?"*
- *"Have you seen a toilet sign that confused you?"*
- *"What kind of signs make you feel welcomed or safe?"*

Explain:
"Toilet signs aren't just decorations , they help people know where to go, how to use facilities, and how to stay clean. If signs are confusing, people may use toilets incorrectly or feel left out."

Key Concepts to Teach

Concept	Explanation
Purpose of signs	Guide users to the correct toilet and teach how to keep them clean.
Inclusivity	Signs should help everyone – boys, girls, children with disabilities, non-readers.
Clarity & Fun	Simple messages and fun visuals stick better than long, boring signs.

ACTIVITY 1: Sign Safari (Observation Walk)

Walk around the school with students and:

- Identify existing toilet signs if any
- Discuss what they like or don't like about them.
- Ask: "Would a new student know what to do here?"

ACTIVITY 2: Design Your Own Sign

Split into groups to design different kinds of signs:

- **Group 1:** Directional: "Toilets this way!"
- **Group 2:** Behavioural: "Flush after use" / "Wash your hands"
- **Group 3:** Positive reminders: "A clean toilet is a happy toilet!"

Materials needed:
Poster paper, stencils, markers, crayons, images of accessible symbols, handwashing icons, etc.

Afterwards: Signs need to be laminated.

Tips:
- Use bold symbols (e.g. ).
- Pair words with pictures.
- Use both English and Kiswahili (and/or local language if relevant).
- Include playful mascots or drawings from **Module 3**.

ACTIVITY 3: Sign Mounting Plan

- Choose sign locations (with help from teacher or staff).
- Plan the layout – entry points, inside stalls, near sinks.
- Mount signs using tape, hooks, or get support from the construction team.

Materials Needed:
- Drawing paper or cardboard
- Pre-printed symbols/icons (e.g., handwashing, disability access, gender signs)
- Glue, tape, scissors
- Markers, coloured pencils, stencils
- String, hooks or mounting tape for walls
- Laminating sleeves (if available)

Inclusivity Considerations
- **Non-readers or low-literacy:** Focus on visual symbols.
- **Visual Impairment/low vision:** Create one tactile sign with raised shapes or braille (if support available).
- **Mobility limitations:** Make sure sign-making stations are accessible.
- **Neurodivergent children:** Provide clear task steps and buddy support.

Trainer's messaging:
"Let's make sure every child , even if they can't read, can understand where to go and what to do in the toilets."

Sample Sign Messages

English	Kiswahili	Icon
"Girls Toilet"	"Choo cha Wasichana"	
"Flush After Use"	"Suuza Baada ya Kutumia"	
"Wash Your Hands"	"Nawa Mikono Yako"	
"Keep the Toilet Clean"	"Tunza Choo Kisafi"	
"This Toilet Welcomes Everyone"	"Choo Hiki ni cha Kila Mtu"	

Trainer's messaging: Optional Extension Activity

Create a "Toilet Code of Conduct" poster:
- Children write 5-7 rules for respectful and hygienic use.
- Add handprints or signatures to show ownership.

Key Trainer Messages

"Signs are silent teachers – they help people behave the right way."
"When you design a sign, you're helping everyone in your school."
"Inclusivity means no one feels left out — not even in the toilet."

Take-Home Messages

- Signs help keep toilets clean and easy to use.
- Good signs are clear, friendly, and inclusive.
- Everyone can help make the school safer with their ideas.

Reflection Questions

- What makes a sign easy to understand?
- Why is it important for everyone to feel welcome in the toilet?
- How can you remind others to keep the toilet clean?

MODULE 5:

"WATER WHERE IT'S NEEDED" – DESIGNING TANK

Placement (this module goes hand in hand with module 1 so it should follow module 1)

Phase: Pre-Construction

Facilitated by: APDK

Objectives:

- Understand how tank position affects who can access water.
- Design a fair water system for everyone at school.

Methods:

1. Demonstration:
Gravity and Water Flow (15 min) – APDK
x 2 Used Plastic Bottles (e.g. 1L or 2L soda bottles)

How to Use:

- Poke a small hole near the bottom of two bottles using a heated nail or a sharp object.
- Fill the 2 identical bottles with water.
- When the hole is opened (with sellotape or finger), this can show pressure from gravity
- Using the two identical bottles, one held high (on a stool or desk) and one on the ground, open both holes and compare how fast the water flows.

Tip:
You'll be able to show that gravity makes water from the higher bottle flow faster and more strongly and you can add "This shows us that if we place the school water tank higher up, like on a platform, the water will flow faster and more easily to taps around the school, so everyone can access it quickly, even when many students are lining up to wash their hands or use the washroom."

2. Design Your School Tank Map (25 min)

- Hand out a printed school layout (do a rough drawing in advance of the grounds layout and make copies of this to share in this activity. Children can be split into groups and work together to identify the most suitable location for a tank, as well as indicate where their current tank sits and discuss whether that's the best location for the tank)
- Students draw where they would place water tanks and taps.

Encourage:
- Child-height taps/taps that are within reach for children/school staff with disabilities
- Taps near classrooms
- Ramps and flat surfaces for safe access

Inclusivity Tip:
- Ask: "Can a student in a wheelchair reach this tap?" If not, what do we need to consider and what do we need to change?
- Let students use colored markers or stickers for visual learning.

Tools & Materials Needed for Module 5:
- School grounds map printouts
- 2 plastic soda or water bottles, same sizes

- Markers (various colours)
- Timer to compare flow rates (consider tube sizes and gradients, ref. to module 1)
- Heated nail or sharp object to poke holes in the bottles

Inclusivity Checklist:
- Include ramps and safe walking areas in designs
- Encourage thinking about height, reach, and slippery surfaces
- Use verbal explanations and visuals for all activities

MODULE 6:

"TELL SOMEONE!" – REPORTING TOILET AND SYSTEM ISSUES

Phase:
After construction or when toilets are reopened

Focus: Teach children how to report toilet problems (blockages, smells, water shortages, broken doors, lack of soap, etc.) to school staff in a respectful and effective way. ***Ensure school management is part of making this reporting tree.***

Learning Objectives
By the end of this session, learners will:

- Understand that reporting toilet issues helps keep everyone safe and healthy.
- Learn what kinds of problems should be reported.
- Practice how to report issues respectfully and clearly to adults.
- Feel confident that their voices matter in keeping toilets clean and usable for all.

Introduction Discussion
Ask students:

- "Have you ever seen something broken or dirty in the toilet and didn't know what to do?"
- "What stopped you from telling someone?"
- "Why do you think it's important to speak up?"

Trainer says:
"You use the toilet every day, so you are the first ones to see when something goes wrong. If we wait too long to fix it, it can become unsafe. Reporting is not complaining , it's helping!

Introduction Discussion

Topic	Explanation
What to report	Blocked toilets, leaking water, smells, no soap, broken locks, missing water, dirty floors, etc.
Who to report to	Specific teachers, prefects, janitor/caretaker, health club members.
How to report	Respectfully, clearly, and without fear of punishment.
When to report	As soon as possible after noticing the problem.

ACTIVITY 1: "Toilet Detective" Role Play

- Break into groups.
- Each group gets a toilet problem card (e.g. "There is no water in the girls' toilet" or "Someone broke the door").
- One child plays the reporter, and the other plays a teacher, caretaker, or prefect. They practice how to report the issue politely and clearly.

Sample Script for Students to Learn From:
- "Excuse me, Teacher Amina. There is no soap in the boys' toilet near Class 6. Can we please have more?"

Trainer Tip:
"Good reporters describe the problem, say where it is, and ask for help kindly."

ACTIVITY 3: Make a "Reporting Tree" Poster (include the management in this exercice)

Create a visual flowchart showing:
1. What to report (icons for water, soap, damage, etc.)
2. Who to tell (photos or drawings of teachers, caretakers, or prefects)
3. How to do it (spoken, written, or using the box)

Hang the poster near toilet blocks.

Materials Needed:

- Toilet problem scenario cards
- A box for the suggestion/report box
- Markers, crayons, scissors
- Sample posters or templates for the "reporting tree"
- Paper and pen for anonymous reports
- Stickers or drawings to decorate the report box

Inclusivity Considerations

- **Low literacy:** Use picture-based reporting forms or allow verbal reports.
- **Shy or neurodivergent children:** Use the anonymous box or one-on-one support.
- **Children with physical disabilities:** Make sure the box and reporting access are within reach.
- **Hearing/speech impairments:** Train one trusted teacher in basic sign communication or assign a peer reporter.

Trainer messaging:

"Everyone should feel safe speaking up — even if they can't speak, they can show or write. We'll listen."

Key Messages for Students

"Reporting is caring."
"If no one tells, no one fixes."
"Your voice helps keep our toilets safe."
"It's okay to speak up — it's not complaining!"

Take-Home Messages

- Students are partners in maintaining clean toilets.
- Clear, respectful reporting helps solve problems early.
- Everyone has a role in keeping toilets safe and working, even children.
- Speaking up shows leadership.

Reflection Questions

- What are some things you've noticed in the toilets that need fixing?
- Who do you feel most comfortable reporting issues to?
- Why is it important to speak up right away?

Final Output

- Students equipped to report toilet issues confidently
- A visible "Reporting Tree" or Poster in school
- A child-friendly Report Box system in place (optional)
- Students feel empowered to take care of sanitation spaces

Detect defected piping

MODULE 7:

BIN IT RIGHT! SMART WASTE BIN DESIGN

1. Introduction (15 minutes)

- **Welcome & Icebreaker:** Short energizer (song, game, or waste-sorting challenge).
- **Purpose of Training:** To empower youth to lead waste management efforts in school and community.
- **Key Message:** "When we manage waste properly, we protect our health, our school, and our environment."

2. Understanding Waste (20 minutes)

- **Types of Waste** (with pictures or real examples):

1. Organic (food remains, garden waste)
2. Recyclables (plastics, bottles, paper, metals)
3. Non-recyclables (dirty plastics, broken items)
4. Hazardous (sanitary pads, broken glass, batteries)

- **Why Waste is a Problem in Kibera:**

1. Overflowing dumpsites, blocked drains, diseases (cholera, diarrhea).
2. Burning waste releases smoke and harms health.

Discussion: Ask pupils what waste problems they see in their school/community.

3. "Bin It Right!" Concept (30 minutes)

- **What is Smart Waste Bin Design?**
  A simple, colourful, and affordable bin system that makes waste separation easy.

Demonstration: Show pictures/samples of bins labelled with symbols and colours.

Green bin = Organics
Blue bin = Recyclables
Red bin = Hazardous
Black bin = Other/general waste

Why it Matters: Sorting waste prevents disease, creates cleaner spaces, and allows recycling.

4. Practical Activity – Designing Smart Bins (60 minutes)

Step 1: Brainstorm (10 minutes)

- How can we make bins attractive, fun, and easy to use for children?
- Ideas: cartoons, clear labels, shapes, or locally available materials (jerricans, buckets).

Step 2: Group Work (30 minutes)

- Divide pupils into groups.
- Each group designs a Smart Waste Bin prototype using:

Old containers (jerricans, buckets, cartons)
Paint/markers to label or color-code
Stickers/posters for reminders

Step 3: Presentation (20 minutes)
- Each group presents its bin design.
- Discuss strengths and improvements.

5. Leadership Role of WASH Champions (20 minutes)
- **Daily Responsibilities:**

Encourage classmates to "Bin It Right."
Monitor proper use of bins.
Report when bins are full or misused.

- **Peer Education:**

Lead short talks during assemblies.
Use drama, poems, or songs to spread the message.

- **School-Community Link:**

Share the idea with families and neighbours.

6. Closing & Action Plan (15 minutes)
- **Key Messages Recap:**
  Waste must be sorted and binned properly.
  Smart bin design makes waste management fun and effective.
  Youth champions can be change-makers in Kibera.

- **Action Plan:**
  Each class will adopt the bin system.
  WASH champions to track usage weekly and report progress.

- **Closing Energizer:**
  "Bin It Right!" chant or short song.

Materials Needed:
- Old containers (jerricans, buckets, cartons)
- Paint/markers/stickers for labels
- Gloves & soap for safe handling
- Flip charts or chalkboard for notes
- Visual aids: posters of waste categories

Outcome: Pupils understand waste separation, create their own Smart Waste Bins, and take leadership as WASH Champions in keeping their school and community clean.

MODULE 8:

"WASH FOR ALL" UNDERSTANDING & ACTIONING INCLUSION

Facilitated by: APDK / Trainers

Objectives

- **Build Empathy:** Help students understand the daily challenges their peers with disabilities face when accessing water and sanitation.
- **Shift Perspective:** Teach students that the problem is often the environment (e.g., stairs, narrow doors), not the person.
- **Actionable Reporting:** Train champions to identify and report barriers just as they report leaks or broken taps.

Key Concepts

- **The Social Model:** It is not a student's legs that prevent them from entering the toilet; it is the stairs at the entrance. If we remove the stairs, the disability is no longer a barrier.

Types of Impairments:

a) **Mobility:** Difficulty walking, climbing, or using hands.
b) **Visual:** Low vision or blindness.
c) **Hearing:** Hard of hearing or deafness.
d) **Cognitive/Hidden:** Difficulty understanding complex instructions or invisible health issues.

Inclusion means: Everyone can use the same facilities with dignity and independence.

Methods

1. Activity: The Barrier Walk (Simulation Game) (30 minutes)

- **Goal:** To physically experience barriers in the school environment.
- **Setup:** Divide students into pairs. One is the "Actor," the other is the "Helper/Observer."

Scenarios

a) **The "Blind" Walk: Blindfold the Actor.** Ask them to find the way to the latrine and find the tap using only touch and the Helper's voice.
b) **The "No-Hands" Wash:** Ask the Actor to try and turn on a tap or use a soap dispenser without using their hands (simulating upper limb difference or injury).
c) **The "Seated" Reach:** Have the Actor sit on a low chair or squat. Ask them to try to reach the latch on the toilet door or the tap.

Discussion

a) "How did you feel when you couldn't find the tap?" (Frustrated, scared, dirty).
b) "What made it difficult?" (The tap was too high, the ground was uneven, there were no signs).
c) "What would make it easier?" (Lower taps, tactile ground markers, lever taps instead of twist knobs).

2. Discussion: Respectful Language & Etiquette (15 minutes) Words Matter:

a) Use "Person with a disability" rather than labelling someone as "The disabled."
b) Avoid teasing or staring.

Interaction Tips:

a) Ask before helping: Don't just grab someone's wheelchair or crutches. Ask, "Would you like some help?" first.
b) Speak directly: Talk to the student, not their helper or interpreter.

Reference:

Remind students where we discussed placing tanks where everyone can reach them. Inclusion is about fairness.

3. The "Access Detective" Checklist (20 minutes)

´Send groups out with a simple checklist to inspect their school toilets and water points.

Checklist Items:

a) Is the path to the toilet flat and not slippery?
b) Is the door wide enough for a wheelchair?
c) Is there a handrail inside the toilet for support?
d) Are the pictures/signs clear for someone who cannot read well?
e) Is the bin easy to open without hands (pedal bin)?

Trainer Tips

- **Safety First:** Ensure the simulation activity is done carefully so no one falls. The "Helper" must protect the "Actor."
- **Normalize Differences:** Remind students that anyone can become disabled at any time (e.g., breaking a leg playing football). Accessibility helps everyone.
- **Link to Menstruation:** Remind students that girls with disabilities also menstruate and need accessible spaces to change pads safely and privately.

Tools & Materials Needed:

- Blindfolds (scarves or cloth strips).
- A chair or stool (for the seated reach activity).
- "Access Detective" Checklists (printed or written on the board).
- Pens/Pencils.

Take-Home Messages

- Barriers are often in the building, not the body.
- If you see a barrier (like a blocked ramp), report it immediately.
- Treat everyone with respect, ask before helping.
- An accessible school is a better school for everyone.

Ideal Situation Recap

- Ramps are kept clear of rubbish.
- Taps are at different heights.
- Students help each other without pity, but with friendship.

Best Practice Recap

- Include students with disabilities in decision-making (like where to put the soap).
- Use the "See Something, Say Something" rule for accessibility issues too.

100%
FOR THE CHILDREN