



LIVING WELL CLUB



LIVING WATER INTERNATIONAL
TRAINING MANUAL

HEALTH & HYGIENE UNITS



Lesson 1: Clean Water

Lesson Theme: Dirty Water? Clean Water?

Learning Objective: The learner will understand the importance of clean water to keep their bodies healthy.

1

CLEAN WATER LESSON 20 min

Lesson Requires:

- ◆ Tippy Tap
- ◆ Bucket
- ◆ Covering for bucket
- ◆ Basin to put under Tippy Tap
- ◆ Clean water
- ◆ Soap
- ◆ Drinking cup
- ◆ Picture of Living Water well

Give a short introduction about Living Water International and its mission before going on to the lesson.

Sample conversation:

Leader: *We are volunteers with an organization called Living Water International, which exists to demonstrate the love of God by helping communities (like yours) get clean water and to experience the “Living Water—the gospel of Jesus Christ, which alone satisfies the deepest thirst.” (Mission Statement of Living Water)*

Leader: *Your community leaders have asked us to come because they know how important it is to have safe, clean water. The Living Water drillers will be drilling a well that will go way down deep into the ground where the water is fresh and clean. The clean water will be brought up in a pipe. When you pump the handle of the well, clean water will come out.*

Leader: *Let’s do a skit. At the end of the skit I am going to ask you some questions.*



The skit can be done by one or more leaders. The purpose of the skit is to show the children that drinking unclean water can make us sick.

The skit begins with Jose waking up in the morning. He rolls around in the bed, sits up, and opens his eyes—one at a time. He yawns, stretches, and yawns again. He gets out of bed and pours a glass of water. After drinking it, he is so thirsty that he gets another drink. Jose eats breakfast and then leaves for school. Jose greets his friends and takes a seat. His stomach starts to hurt. Jose feels so sick that he goes home to bed.

Leader: *Why did Jose go home? (Sick.)*

Leader: *Has your stomach ever hurt? (Listen to the children's answers.) No one likes to be sick.*

Leader: *What do you think could have made Jose sick? When Jose got out of bed, what did he do first? (Drink water.)*

Leader: *That's right! Jose was thirsty and he drank some water. The water that caused Jose to be sick was not clean. That is why we are here. Unclean water can make us sick.*

Leader: *Germs are in unclean water. Scientists use microscopes to see the germs in the unclean water. Some of the ways we purify our water are by boiling or adding chlorine. The Living Water well provides clean water because the machinery is able to drill very deep in the ground. This water comes out of the well clean.*

Leader: *We have a picture of a Living Water well. We are going to pretend that this is where we get our clean water. The water is clean, but there is a problem. The people in the community are making the water dirty and don't even know it.*

Leader: *The following skits will help you learn about how to keep the water from the Living Water well clean.*

Each of the skits should be short, about one minute.

Hygiene team members act out the various roles in the skits while one person facilitates



One actor can be the well in all of the skits; use one arm as the spicket and the other for the handle

- 1) Dirty hands = Dirty water: Person uses dirty hands as a cup to drink the water from the Living Water well.

Leader: *What is happening?* (Let the children answer)

- 2) Dirty cup = Dirty water, shared cup = shared germs: Two people share a cup of water after getting water from the well.

Leader: *Was that cup washed in clean water?* (Let the children answer)

Leader: *What else did we see in this skit? What is happening when they share the cup?* (Let the children answer)

- 3) Dirty bucket = dirty water: Person puts clean water from the well into a dirty bucket.

Leader: *What did we see happen here?* (Let the children answer)

- 4) Dirty dipper = Dirty water: Person has clean water from the well in a clean bucket but uses a dirty dipper (or cup) to get some water out to drink.

Leader: *What is happening?* (Let the children answer)

- 5) Uncovered container = dirty water: Person takes clean water from the well home and sets it on the floor, but does not cover it and the dog (another actor) comes and drinks out of it.

Leader: *What do we see happening in this skit that makes our clean water dirty?* (Let the children answer)

Leader: *Let's see if I can remember how to keep the water clean. I should:*

- ◆ Wash the cup before I use it
- ◆ Wash my dirty hands with a tippy-tap so that my hands are clean when they touch the clean water.
- ◆ Don't share my cup with someone else.
- ◆ Put clean water in a clean container.
- ◆ Use a clean dipper to get water out of the container
- ◆ Cover the water

Ending skit: Review all that the children have just learned with the focus on keeping the water clean. The skit begins with Jose at school. It is the end of the day and Jose is ready to go home. Jose is feeling great today. On his way home from school he



gets some clean water from the Living Water well for his family.

Jose has his clean bucket with its lid that he brought from home. Jose washes his hands at the tippy tap site. He fills his container, replaces the lid, and takes it home. His mother has washed the dipper and the cups.

Leader: *Jose is very happy to feel better and help his family to learn about clean water. What things did you see Jose do to help keep the water clean? (Listen to responses)*

CRAFT: WATER PUMP  20 min

Theme: Reinforce the importance of clean water to help keep their bodies healthy.

2

Materials:

- ◆ White paper, 8 ½ X 11, one per child
- ◆ One Living Water well picture per child – pre-cut
- ◆ One basic person shape, one per child
- ◆ Yarn 24 inches per child
- ◆ Hole punch (Pre-punch holes in the white paper, one on the left edge and one on the right edge, centered vertically. Pre-punch two holes in the basic person shape.)
- ◆ Glue
- ◆ Scissors
- ◆ Crayons
- ◆ Example of finished craft

Instructions:

1. The children color the paper to look like the area where they live (smaller children might need to have some help).
2. The children color the person shape to look like them.
3. Glue the water well pump centered on the left side of the paper, near the punched hole.
4. Thread the yarn from the back through the left hole, then both holes of the person shape, then down through the right hole.
5. Tie the yarn together in the back.

This craft reminds the children of the importance of drinking clean water and keeping the water clean. The Living Water pump will provide clean water for them.



Lesson 2: Germs and Hand Washing

Lesson Theme: Keeping germs from entering our bodies can prevent illness

Learning Objective: The learner will identify how germs are spread and demonstrate proper hand washing technique.

1

GERMS AND HAND WASHING LESSON 15 min

Lesson Requires:

- ◆ Puppet
- ◆ Magnifying glass
- ◆ Glitter
- ◆ Germ picture
- ◆ Picture of a microscope
- ◆ Tippy-tap
- ◆ Wash basin to put under the tippy-tap
- ◆ Clean water

Use a puppet with a name common to the country to make it more fun for the children. Ask another team member to animate the puppet and be its voice. Lead the children in a conversation with the puppet. Involve the children by asking questions that lead to facts regarding germs. If a puppet is unavailable or you prefer not to use one, you can converse with the children by following the sample script.

The leader(s) begin the lesson by dampening their hands and sprinkling glitter on their hands, being careful not to show anyone. Then, ask everyone to stand and greet one another with a handshake while the leaders also greet people, transferring the glitter to everyone's hands.

Sample conversation:

Leader: *Good afternoon, my name is _____ and this is my friend _____ (name of the puppet). Today we are going to talk about germs. What is a germ? (Call on children who raise their hands. Listen to their answers.)*



Leader: *A germ is a tiny living thing that can get into our bodies. It is possible that a germ could make us sick. Does anyone see anything on their hands? (Let the children answer).*

Puppet: *We cannot see germs because they are so small, but scientists have told us they are there. We used glitter and pretended they are germs to show you how germs are spread.*

Leader: *Do you think you could see germs through a magnifying glass? (Show magnifying glass.) No, you would need the help of a microscope. (Show picture of microscope.) The microscope uses many magnifying glasses together to make objects look larger. On this picture you can see the germ that I have made bigger. Remember germs are too small to see.*

Puppet: *Where are germs found?*

Leader: *Germs are found in the air, on doors, on our hands...germs are found everywhere. Germs are on everything that we touch. We want to stop germs from making us sick.*

Leader: *What happens if we catch our germs in our hands and then touch someone else? (Touch someone in the audience). We now have put our germs on them. If there are germs on your hands and we put our finger in our mouth the germs are in your bodies. We do not want germs to enter our bodies. How could we stop the germs from going into our bodies and making us sick?*

Puppet: *Oh, I know... we wash our hands! I'm very good at washing my hands!*

Leader: *I know you are! Would you teach these children how to wash their hands?*

(Leader will demonstrate technique using the soap and the tippy-tap while the puppet describes the procedure.)

Puppet: *First, wet your hands. Now, soap them up. You should scrub your hands for at least 30 seconds. We will count while we are washing our hands, and we will rub the palms of our hands together (5 seconds), the back of the left hand and its wrist (5 seconds), the back of the right hand and its wrist (5 seconds), between our fingers (5 seconds), under our left finger nails (5 seconds) and then our right finger nails (5 seconds). Count out loud in the local language as you are doing this). Now you rinse and air-dry by shaking them.*

In Spanish:

- Uno = 1
- Dos = 2
- Tres = 3
- Cuatro = 4
- Cinco = 5



Leader: *Now wasn't that easy? Why should we not dry our hands on our clothes? (Germs are on our clothes.) Now I am going to wash my hands again, and when I get to the scrubbing part I want you to scrub with me. (Go through the steps again, wet hands, use soap, etc. Encourage the children to do it with you and to count with you.)*

Leader: *Washing your hands is the best way to get rid of germs. We don't want to get sick. Do you know when you should wash your hands?*

Puppet: *Before eating or preparing food, after using the latrine, after cleaning a baby's messy bottom, after caring for or touching animals, after sneezing or caring for someone who is sick, and when your hands are dirty.*

Leader: *Let's remember the steps to wash hands together; palms together 5 seconds, back of left hand and its wrist 5 seconds, back of right hand and its wrist 5 seconds, between our fingers 5 seconds, left finger nails 5 seconds, right finger nails 5 seconds.*

Important Note: Because this is **the most important** thing we teach the children, repeat this procedure often and allow as many children as possible to wash their hands **correctly**. If there is a large audience, take a small group at a time and practice hand washing while the other children complete the craft. The more the children practice, the better they will remember how to correctly wash their hands.

2

CRAFT: Happy and Sad Hands 20 min

As you work with the children on this craft, continue to enforce the ideas that germs are on our hands, washing our hands gets rid of the germs, and air-drying keeps hands clean.

Required Materials:

- ◆ One piece of white paper, 8 ½ by 11 per child
- ◆ Crayons
- ◆ Glue
- ◆ Scissors
- ◆ Copies of germs, precut into strips of 8 (one strip per child)
- ◆ Copies of water well and clock, precut (one of each per child)
- ◆ Copies of soap shape, precut (one per child)

Instructions:

1. Trace both of the child's hands on the paper. One hand will represent the clean hand; the other will represent the hand with germs.
2. Have the children draw a happy face on the clean hand ☺ and a sad face on the other hand ☹.
3. Have the children glue the germs on the sad hand and the soap, water well and clock on the happy hand. Allow them to color and decorate their pictures.

3

GERM GAME 20 min

Supplies: 1 Rubber ball

Instructions:

Players stand in a circle with feet spread wide, touching the feet of adjoining players. The **GERM** stands in the center of the circle, holding a small rubber ball. The **GERM** attempts to roll the ball on the ground out of the circle, between the legs of someone in the circle. Players try to stop the ball with their hands and send it back to the center. Players may not move their feet from the starting position. If the **GERM** is successful in getting the ball through someone's legs, that person becomes the new **GERM**. Suggest that the **GERM** in the center use surprise moves to confuse the others. Reinforce the concept that we do not want germs inside our bodies.

4

ALTERNATE ACTIVITY: SONG 5 min

This song can be taught to the children to sing during hand washing.

Señor Jabón Canción

Señor Jabón, Señor Jabón,
Lava mis manos, lava mis manos,
Lava mi cara, lava mi cara,
Todo mi ser, todo mi ser.
Oh Jesus, oh Jesus,
Tu estás aquí, tu estás aquí,
Lava mi corazón, lava mi corazón,
Todo mi ser, todo mi ser.

Mr. Soap Song

Mr. Soap, Mr. Soap
Wash my hands, wash my hands,
Wash my face, wash my face.
All my being, my whole being.
Oh Jesus, Jesus,
You are here, you are here,
Wash my heart, wash my heart,
All my being, my whole being.



Lesson 3: Germ Transmission

Lesson Theme: Understand germs and how they are spread.

Learning Objective: The student will demonstrate the proper hand washing technique and state five occasions to always wash hands.

1

HYGIENE LESSON

 15 min

Lesson Requires:

- ◆ Picture of germs
- ◆ Play dough, any color plastic fly
- ◆ Glitter
- ◆ **High Five Time** flipchart (laminated version available in-country)

Hand out some play dough to several children and ask them to make their favorite food. While they are making food, a team member should make a pile of poop with the brown play dough. Put glitter on top of the poop. Attach a small piece of play dough to the fly so the glitter will adhere to it. Have the fly land on the poop.

Sample conversation:

Leader: *The fly has poop on his feet. How many feet do flies have? (Six feet...and that can be a lot of poop!) I put glitter on the poop to represent germs. This shows you how easily the germs can be spread from one place to another.*

Go to each person that has made food and have the fly land on it. Have the fly go from poop to food, to poop to food. Then, have the fly land on the arms and hands of other children.

Leader: *We just saw how a fly carries germs from place to place. The germs are in each of the foods and on the hands and arms of our friends. So how are we going to stop the germs from getting into our food? (Listen to their answers. Wash our hands, cover our food, bury our poop, put our animals in pens.)*

Leader: *We have learned another way germs can get into our bodies. The nasty fly gets germs on its feet from the poop and then lands on the food. We eat the food*



Remember to let the students answer these questions – it will help them learn the lessons and stay engaged!

and the germs get into our mouths. But, if we cover our food we stop the fly from spreading germs.

Leader: *What about the fly that landed on some of the children’s hands? How would they get the germs off their hands? Remember, the most important thing you can do to keep your body healthy is to wash your hands. Washing your hands is so important we are going to learn a saying that will help you remember when to wash your hands. It is called **High Five Time**.*

Teach the children this series of movements to help them know when to wash their hands. It is called the **High Five Time**. They will turn to the person next to them and give them a high five. Then everyone will say together the five times you always need to wash your hands. You can also use the flip chart as you say the five times.

- ◆ Before eating food—pretend to eat with a spoon
- ◆ After using the latrine—quickly squat and stand up
- ◆ After caring for animals—make an animal sound
- ◆ After sneezing or caring for someone who is sick—pretend to sneeze
- ◆ When hands are dirty—look at your hands and say, “YUCK!”

Leader: ***High five time!** (Everyone give the person next to them a high five and then say together the five times you always wash your hands.)*

Leader: *We need to remember the **High Five Time**. (Go through the flip chart again.) **Let’s wash our hands and keep ourselves and our families healthy.** Leaders and children go through the proper way to wash hands:*

- ◆ *Wet hands*
- ◆ *Use soap*
- ◆ *Scrub hands for at least 30 seconds. Count while doing the following steps: 1) Rub the palms of our hands together (5 seconds), 2) the back of the left hand and its wrist (5 seconds), 3) the back of the right hand and its wrist (5 seconds), 4) between our fingers (5 seconds), 5) under our left finger nails (5 seconds) and then 6) our right finger nails (5 seconds).*
- ◆ *Rinse*
- ◆ *Let hands air-dry. We do not want to rub our hands on our clothes because this would dirty them. You can shake your hands while you let them dry.*

Leader: *Our hands are clean because we washed them long enough and correctly. **High five time!** (Have everyone high five the person next to them and repeat the five times we must wash our hands).*

In Spanish:

- Uno = 1
- Dos = 2
- Tres = 3
- Cuatro = 4
- Cinco = 5

2

CRAFT: GERM WEB ⌚ 20 min**Theme:**

- ◆ Germs are transmitted in everyday life.
- ◆ Washing hands is the best way to stop germs from spreading.

Materials:

- ◆ One paper plate per child with holes punched randomly along the edge
- ◆ Yarn for each child; from 1-3 feet depending on the age
- ◆ One strip of pictures per child (may be pre-cut)
- ◆ Scotch tape (put on ends of yarn to make it easier to thread)
- ◆ Glue

(The craft can be made without yarn and scotch tape, if unavailable).

Instructions:

1. The children glue pictures (germs, water well, latrine, etc.) to the paper plate.
2. The children randomly thread the yarn up and down through the holes in the paper plate. Remind them that germs go everywhere.
3. Put the water well picture on the paper plate to remind them that they can wash their hands to get rid of germs. They need to use clean water.

3

GAME: HIGH FIVE CUBE ⌚ 20 min**Materials:**

- ◆ Dice
- ◆ High Five Time flipchart

Instructions: The leader throws the dice and when it lands says the number. The children look at the drawing that corresponds with that number on the picture set. The children say what the picture represents do the action.

- ◆ Picture of plate with food. **Wash your hands before eating or preparing food.** (Action: pretend to eat with a spoon)
- ◆ Picture of the latrine. **Wash your hands after using the latrine.** (Action: quickly squat and stand up)
- ◆ Picture of animal. **Wash your hands after touching an animal.** (Action: make an animal sound)
- ◆ Picture of someone sneezing. **Wash your hands after sneezing or being around someone who is sick.** (Action: pretend to sneeze.)
- ◆ Picture of dirty hands. **Wash your hands when hands are dirty.** (Action: look at hands and say, "YUCK!")
- ◆ Picture of someone washing their hands. **Washing hands is the best way to stay healthy.** (Action: pretend to wash hands.)



4

ALTERNATE ACTIVITY: SKITS 20 min

Leaders work with children to act out the skits. The audience watches the skit and then explains what happened. After the children have acted out the skit, ask the audience if they saw a way germs could be spread. The leader script can be used if the audience needs help.

SKIT ONE:

Child is at school. He sits down outside to eat lunch and doesn't wash his hands. Friends come and sit down with him. He shares his lunch with them.

Leader: Oops, did you wash your hands before you touched the food?

*Leader: We must **wash our hands** before we touch **food**. That means if we eat food; we **wash our hands**, help prepare a meal; we **wash our hands**, share our food, we **wash our hands**. **We have stopped the germs by washing our hands.***

Encourage the group to say “**wash our hands**” and pretend to wash their hands each time you say it in this dialogue.

SKIT TWO:

Child goes to latrine; comes out and hands baby brother a toy; baby brother puts toy in mouth.

Leader: Oops, baby brother has the germs in his mouth.

*Leader: Each time we go to the latrine, we **wash our hands**, and when we change a baby's diaper; we **wash our hands**. Scientists tell us that poop contains very bad germs that can make us seriously sick. This is the second time when we need to wash our hands. **We have stopped the germs by washing our hands.***

SKIT THREE:

Child is playing with the dog and then puts his hand in his mouth to get something off of a tooth.

Leader: Oops, now this person has germs in their mouth.

*Leader: If we touch an animal or are caring for them **we wash our hands**. The animals could be pets or birds, dogs, cats, pigs, chickens, horses—any animal. This is the third time we need to **wash our hands**. What was first? (Before we eat food)*



What was second? (After using the latrine) **We have stopped the germs by washing our hands.**

SKIT FOUR:

The child is playing with a sick friend; the friend is sneezing, coughing, etc.

Leader: Sickness – *this is the fourth reason we **wash our hands**. If we are near or helping someone who is vomiting, has diarrhea, coughing or sneezing, we **wash our hands**. **We have stopped the germs by washing our hands.***

SKIT FIVE:

Child plays with toys in dirt. Child rubs and scratches eye.

Leader: The fifth time we **wash our hands is when they are **dirty**.** *Maybe we don't remember how we got them dirty, or we don't think we have germs on our hands. We still need to **wash our hands**. **We have stopped the germs by washing our hands.***

Leader: How did we stop the germs from getting into our bodies and making us sick? **We have stopped the germs by washing our hands.**



Lesson 4: Oral Rehydration Solution—ORS

Lesson Theme: ORS can help save a life.

Learning Objective: The learner will describe when to use ORS and demonstrate how to make ORS.

1

ORS Lesson  20 min

Lesson Requires:

- ◆ Pablo & Maria story (see resources)
- ◆ ORS spoons
- ◆ Sugar
- ◆ Salt
- ◆ Clean water
- ◆ 250 mL container/cup
- ◆ Rocks, sticks, etc. to use as point counters

Start by reading a story, "Pablo & Maria" and continue by playing a game.

Leader: *We have just heard a story about Pablo and his baby sister Maria. Let's see how much we can remember from the story. We are going to play a game with two teams.*

(Quickly divide the group into two teams. Have one person from each team come to the front. Their job will be to keep the points for their team using the point counters.) Each team will be asked a question and if they can answer it correctly they get a point. If they don't the other team will get a chance to answer.

Leader: *We are going to start with a couple of easy questions first:*

1. *What was the boy's name in our story? (Pablo)*
2. *What was his baby sister's name? (Maria)*
3. *Do you remember how old she was? (One and a half)*
4. *Why did Pablo think Maria was sick? (She sat on the porch and did not come to him; she had dull eyes and an unpleasant smell).*
5. *What did the grandmother say they needed to do to help Maria? (Don't give her any food or drink.)*



Leader: *Thank goodness that Pablo learned in school that watery stool/diarrhea could be dangerous. Diarrhea is dangerous because it causes the body to be dehydrated. Maria was dehydrated.*

6. *What does dehydrated mean? (See if anyone in the audience knows). It means the body has lost more fluid (water) from going to the bathroom, sweating, etc., than it has taken in from drinking. When someone is dehydrated, their organs are not functioning properly. Extreme dehydration can cause death.*

Leader: *Maria's body was quickly losing water. How was this happening? (Several watery bowel movements - diarrhea)*

Leader: *This is going to be a hard question. This was not something we learned in our story. Let's see which team knows the answer.*

7. *Do you know how much water our bodies have in them? (Around 70%). Our brains have water in them, our bones, our skin, our blood has water in it; eyes, sweat, muscles, joints, and other areas have water too. We have to have water to live.*
8. *What did Pablo tell his Grandmother they needed to give Maria? (ORS; this is the best way to treat diarrhea.)*
9. *What do the letters ORS stand for? (Oral Rehydration Solution)*
10. *What did Pablo need to make the ORS? (boiled water or clean water, salt, sugar, special ORS spoon)*

Leader: *These questions are so important; they will be worth two points. Are you ready?*

11. *When the 250 mL of boiled water was cool enough to drink, Pablo added what first? (salt) Which side of the spoon do you use for the salt? (small)*
12. *To add the sugar use the ___ side of the spoon? (large)*

Leader: *Don't forget to wash your hands before you do this because you need to be sure that the spoon is level. (Show the students how to do this with your finger). You will need to do this with your finger and it needs to be clean and not have any germs on it.*

13. *When Maria vomited what did Pablo do? (He continued to give her the ORS but more slowly.)*

Leader: *Final question; I will take turns asking both teams for one of the answers.*

14. *What are the signs of dehydration? (Diarrhea/unpleasant smell, sunken eyes, no urine, wrinkling around the mouth, soft spot sunken in.)*

2

Leader: *Who can come up and show us the correct way to make the ORS solution?*

Recognize the team who earned the most points and congratulate them on their listening skills.

ALTERNATE LESSON: DIARRHEA DOLL 20 min

This lesson is an alternate way to present the need for ORS and clean water to help rehydrate someone when they have diarrhea.

Lesson Requires:

- ◆ Diarrhea doll ("Bottle Pedro"), a clear plastic bottle with a dark line marked around the bottle 1/3 from the top, and a small hole poked into the bottom of the bottle, using a nail
- ◆ A large container to hold extra clean water
- ◆ Dirty water: coke, coffee, or some form of liquid that is dark in color
- ◆ Pan to collect fluid that will pour out of the bottle (only required if inside)

Prepare for the activity by filling the clear plastic bottle 2/3 full of water to the marked line and hold your finger over the hole so that no water leaks out.

Leader: *Let me introduce to you my friend, Bottle Pedro (show the audience the diarrhea doll).*

Leader: *Like our bodies, Pedro's body is made up of mostly water. In what ways does our body need to use water?*

- ◆ Blood
- ◆ Urine
- ◆ Sweat
- ◆ Tears
- ◆ Spit

Pour a cup of dirty water slowly into the bottle. Then, remove your finger from the hole and let the water pour out of the bottle (if outside onto the ground, if inside into a basin).

Leader: *Oh no! Pedro has diarrhea. He has been to the Living Well Club every day, but he hasn't been listening! Remember the five times we learned we need to wash our hands?*

- ◆ Before eating food
- ◆ After using the latrine
- ◆ After caring for animals
- ◆ After sneezing or caring for someone sick
- ◆ When your hands are dirty



Leader: *Well Pedro hasn't been washing his hands! This is what happens when we get diarrhea from dirty water. As the dirty water runs out, he is becoming dehydrated. Being dehydrated means that his body does not have the water inside of it that it needs.*

Leader: (Have another participant pour a small amount of clean water into the bottle) *Pedro is dehydrated, so his body cannot soak up the water alone because he has lost too much water.*

Leader: *If we block the hole at the bottom of the bottle, the dirty water stays inside. This is similar to what happens when we give medicine to stop diarrhea. This is not good because it keeps the sickness in our body. (Let the remaining water pour out)*

Leader: *ORS is a life-saving tool we can use when our children have diarrhea to stop them from becoming dehydrated. (Make a sample solution of ORS to explain how to make it. Once it is made, allow anyone interested to taste the solution).*

- ◆ Collect water from a clean water source. It can be boiled water or from another clean source (like the new well).
- ◆ Measure out 250 mL of water per cup of ORS solution. Often this is about the size of a local soda, juice, or water bottle. (Find one for an example in country.)
- ◆ Using the small scoop of the ORS spoon, measure first a level scoop of salt, and dissolve it in the measured water.
- ◆ Taste the water on the back of the hand, so not to contaminate. Does it taste saltier than your tears? If it does, then toss it out and start again. Too much salt in the mixture causes the body to become more dehydrated.
- ◆ Add a level scoop full of sugar to the mixture, using the large scoop of the ORS spoon. Stir to dissolve.
- ◆ A child takes 1 of these cups of solution after each episode of diarrhea loose stool. An adult takes 2 of these cups after each episode of diarrhea.”

At the end of the lesson or week, the Living Water staff will distribute one ORS spoon to each household

3

CRAFT: ORS INSTRUCTIONS MINI-BOOK

 20 min

Materials:

- ◆ One ORS craft page per person
- ◆ Yarn
- ◆ Scissors
- ◆ Hole punch

Instructions:

Each child cuts out the 9 pages of the ORS mini book. Stack together and hole punch in the top left corner and tie together using the yarn.



Resources 4: Oral Rehydration Solution – ORS

Pablo and Maria Story and Pictures

Picture 1: Pablo and Maria walking happily.

Pablo ran home from school almost as fast as he could. He loved to play with his little sister.

Pablo was 8, and Maria was only one and a half years old. He had helped her learn how to walk, and she would clap her hands when he made funny faces at her, or giggle when he counted her toes. They loved each other a lot.

Picture 2: Maria sitting on the floor with a sad face next to a big beach ball.

But what was wrong today? Maria was always excited to see Pablo but today she just sat on the porch. Pablo noticed she didn't smell well and hadn't had a bath.

Their grandma came over to say hi, and Pablo asked her, "Is Maria sick? Why does she act like this?"

"She had a lot of diarrhea today," answered Grandma, "and she's been crying a lot. Don't give her any food or drink so that the diarrhea will stop and she will get better."

Picture 3: Four pictures: two of a plant with water and one without, then a child with diarrhea and a child happy with a glass of water.

Pablo remembered what he learned in school that day and said, "My teacher told me that diarrhea can be very dangerous. If the body loses water, it's like a plant that isn't watered. First it gets weak, and then it dies! We have to give Maria enough to drink so she won't be weak like this."

"Okay, maybe your teacher is right. Maybe we should try a new way. What does she say we need to do?"

Picture 4: A glass of water, a measuring spoon, salt and sugar.

Quickly, Pablo put some water on to boil and afterwards (while they waited for it to cool) he told Grandma the simple recipe that would help Maria. Grandma could hardly believe using this special spoon to measure a little salt and sugar in a glass of boiled water would be the right thing to give Maria, but she wanted to see if it would work. Pablo told his Grandma, "This is called ORS, Oral Rehydration Solution."



Picture 5: Grandma holding Maria as Pablo gives her the glass of the mixture

As soon as the water was cool enough for Maria to drink, Pablo added a little salt by using the small end of the spoon; then some sugar using the larger end of the spoon. He stirred the drink and offered it to Maria. She was so thirsty that she gulped the whole glass!

Pablo made her another glass, adding the right amount of sugar and salt again. Grandma watched with surprise as Maria drank the whole second glass as well.

Suddenly, Maria vomited and Grandma looked worried. "My teacher says not to worry if the child vomits in the beginning. Just try again," he said. He mixed a third glass for Maria, but this time told her to drink it more slowly.

Picture 6: Maria reaches for the glass Pablo is holding.

When the glass was finished, Maria clapped her hands and seemed better. But then, Maria made another watery bowel movement.

"Don't worry, Grandma", Pablo said. "She's already so much better. Look, she wants a biscuit. And she's still thirsty! She's trying to reach the glass."

Picture 7: Maria's mother nursing her as Pablo stands nearby.

Pablo had just helped Maria finish another glass of the ORS, when his mother arrived home from her trip to the market. "How is Maria?" she asked Grandma anxiously.

"She is doing much better!" Pablo said. "She was dehydrated from the diarrhea so we made her an ORS solution to drink."

Picture 8: School teacher gives Pablo thumbs up.

The next day, Pablo told his teacher that he had tried the recipe she had taught the class to use when someone in their families had diarrhea.

His teacher was very happy that Pablo had remembered to use the special spoon using the small end to measure the salt and the larger end to measure the sugar adding it to a glass of boiled water. She was even happier to know that, although Maria had had diarrhea two more times that day, today the diarrhea had stopped completely.

Pablo was really happy. When school was over, he ran home to play with his sister, who was happy and healthy again.



Lesson 5: Nutrition — Foods for Life

Lesson Theme: Eating from three different food groups is necessary for a strong, healthy body.

Learning Objective: The learner will name the three main food groups, identify what each food group does for the body, and indicate in which food group foods belong.

1

NUTRITION LESSON 15 min

Lesson Requires:

- ◆ Laminated red, green and white construction paper (or felt)
- ◆ Masking tape or Velcro
- ◆ Large pictures of foods (laminated or felt)

When teaching the lesson, refer to the three food groups by color and what they help us do (see below). **For younger children**, it is not as important to know the groups by their common name (proteins, carbohydrates, and vitamins) as it is for them to understand what the groups do for us. **For an older audience**, expand the lesson to include the common food group name.

In Spanish:
Red = Rojo
White = Blanco
Green = Verde

Red	White	Green
Growing— <i>Proteins</i>	Energy— <i>Carbohydrates</i>	Protection— <i>Vitamins & Minerals</i>
Meats, beans, fish, eggs, milk, cheese, nuts	Rice, pasta, bread, tortillas, oils, butter	Vegetables, fruits

Sample Conversation:

Leader: *What is your favorite food?* (Call on children whose hands are raised.)

Leader: *Eating the right foods helps our bodies be strong. All of the foods that help us stay healthy fit into three major food groups. We all want to be strong and healthy.* (Pick up the red paper.)



Leader: *The first one we will talk about is the red food group. The red food group contains foods that help us grow and grow strong. These foods usually come from animals or nuts.*

The leader designates one third of the children to be the red group. Choose a child from red group to come up to hold the **red** paper. Show the pictures of beef, chicken, sausage, fish, eggs, beans, milk, cheese, peanuts, and lentils. Say the names, and put them on the **red** paper.

Leader: *All of these help us grow.*

Have the child holding the red paper stand back with their group. Tell them that every time the leader says: "*Red food group*," they need to demonstrate growing. The leader demonstrates growing by bending down low and standing up tall with hands overhead as if growing. While they are doing the action say **Growing**.

Leader: **Red food group.** Have the children demonstrate growing. Remind children that they need to pay attention because you might suddenly say **Red food group** and they will need to act out growing (did they just do growing?).

Leader: *The **White food group** contains foods that give us energy to work and play. These foods are usually grains and roots.*

The leader designates another third of the children to be the white group. Have a child come up from the second group of children and hold the **White** paper. Show the pictures of potatoes, rice, corn, bread, tortillas, oil, and butter/margarine. Say the names, and put them on the **White** paper.

Leader: *All these foods give us energy to work and play.*

Have the child who is holding the white paper stand back with their group. Tell them that every time the leader says **white food group**, they need to demonstrate running in place. The leader demonstrates energy by running in place. While the children are running in place they say **Energy**.

Leader: **White food group!** (Did they do it?)

Leader: **Red food group!** (Did they do it?)

Leader: (Quick review). *Do you remember what the **Red food group** does? (It helps us to grow). How about the **White food group**? (It helps us to have energy to work and play).*



Compliment them as they remember the action that goes with the food group.

Leader: *The **Green food group** contains the foods that help protect our bodies from sickness. These foods are usually vegetables and fruit.*

Have a child come up from the remaining group and hold the **Green** paper.

Leader: *Do you know what kinds of foods help protect us?*

The leader designates another third of the children to be the green group. Have a child come up from the second group of children and hold the **Green** paper. Show the pictures of apples, bananas, oranges, limes, watermelon and pineapples, leafy green vegetables, broccoli, carrots, cucumber, cabbage, peppers, tomatoes and avocados. Say the names and put them on the **green** paper.

Leader: *All these foods help give us protection.*

Have the child who is holding the green paper stand back with their group. The leader demonstrates protection by punching the germs away above their head. While they are punching, say, **Protection**.

Leader: *All these fruits and vegetables provide vitamins and minerals to our bodies. They help protect us from sickness.*

Review all three food groups and what they do. Do this several times so that the children can remember each group and also have fun showing you that they can remember. The leader can try to trick the groups by calling the same color twice.

Leader: *Eating foods from all three food groups makes a healthy, strong body. Did you notice I did not mention candy or soda? They are not in a healthy food group.*

2

CRAFTS: GOOD FOOD PLATE 20 min

Theme: Recognize and name the foods in the three food groups.

Materials:

- ◆ One paper plate per child—pre-mark them into thirds for younger children
- ◆ Glue
- ◆ Food group page (pre-cut)
- ◆ Scissors
- ◆ Crayons

3

Instructions:

1. Divide the plate in thirds, coloring one third red, one third green and leaving the other third white.
2. Give each child food picture cut-outs from each food group.
3. The children glue foods on the appropriate color space on the plate.

GAME: FOOD GROUP RELAY  20 min

Theme: Reinforce that there are foods that make our bodies grow, foods that give us energy, and foods that protect our bodies from sickness. Food from each group should be eaten daily, if possible.

Materials:

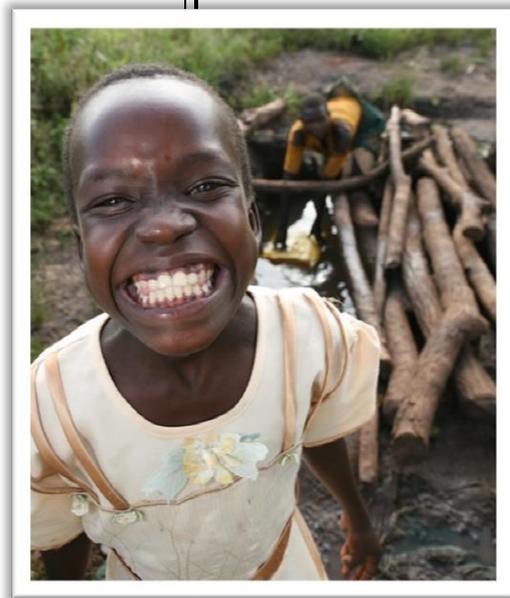
- ◆ Plastic foods or laminated pictures of foods representing all groups: red, white and green (in resources).
- ◆ Three baskets with signs (see instructions below)

Instructions:

Place a red, green or white sign on each basket with the name of the food group (in native language): Food to grow (red), Food for energy (white), and Food to protect (green). Place the baskets a relay distance from the starting line. Assign a leader to monitor the baskets; making sure that each child puts their food in the correct basket.

Make two lines and ask a team member to stand at the head of the line. Give a piece of food to each child when it is their turn to run and put it in the correct basket until all the food has been placed in the baskets. The line that completes the task first wins.

With large groups, the children can put food in the basket until all the food is gone. The next child in line can take one food from the basket and race back to his place in the line.



Lesson 6: Oral Hygiene — Keeping Teeth Clean

Lesson Theme: Clean teeth are important to good health.

Learning Objective: The learner will demonstrate good brushing and flossing technique.

1

CLEAN TEETH LESSON

 15 min

Lesson requires:

- ◆ Puppet
- ◆ Large Toothbrush
- ◆ Set of Large Teeth (use your hand for the tongue)
- ◆ Black Dot Stickers or Masking Tape (draw black circles on it)
- ◆ Picture of flossing teeth (see resources)

Use a puppet with a name common to the country. If possible, ask another team member to animate the puppet and be its voice. Lead the children in a conversation with the puppet. Involve the audience by asking questions that lead to facts regarding clean teeth. If puppet is unavailable, you can converse with the children by following this script.

Note: Many children may not have a tooth brush or access to one. Several common substitutes for using a tooth brush could be using a finger, a clean cloth, or a branch frayed on the ends. Determine if floss or equivalent is available in the area. If not, omit the section on flossing.

Sample Conversation:

Puppet: Hi! Did you know it is important to keep your teeth clean?

Leader: Can I look in your mouth? You have a lot of teeth in there. They look good. How do you keep them so clean?

Puppet: I brush them at least two times a day.



Leader: That is great; you are doing a good job. Name something else that helps keep your teeth clean.

Puppet: *I can eat healthy food, drink clean water instead of soda pop and limit candy.*

Leader: *I want to show you something. This is a picture of a tooth. (Hold up picture of the tooth.) Does it look healthy? Do you see any food on it?*

Children respond: *No!*

(The leader shows the black dots. Place one dot at a time on the tooth as you talk about the food that you might eat during the day. Ask the children to name some foods and drinks they have had today.)

Puppet: *All of these foods leave something on our teeth. They always try to group together in the spaces between our teeth. Even when we can't see the food, it stays there until we brush or floss. (Use toothbrush to brush off black dots.)*

Leader: When we brush our teeth it takes the plaque off, so we don't get holes/cavities in our teeth. Plaque is a sticky film that attaches to our teeth and causes cavities if not removed. It is best to brush our teeth at least two times a day: after we eat and before we go to bed.

Demonstrate brushing teeth and tongue. After brushing teeth the leader should discuss toothbrush hygiene:

- ◆ Rinse with clean water to remove food particles.
- ◆ Don't share toothbrushes with others because it will pass germs.
- ◆ Store in upright position to air dry.
- ◆ Replace toothbrushes when bristles are worn and frayed.

Leader: (Show flossing picture.) *Flossing is also great for your teeth. Why do we floss? We floss because it helps get rid of the bacteria and germs that stays between our teeth where the toothbrush cannot reach. How so you floss? Floss your teeth with a tiny string between your teeth. Remember, food that stays between your teeth can cause cavities. (Demonstrate flossing teeth.)*

Leader: *Having cavities/holes in our teeth can be very painful and make our whole body sick. So, remember to brush your teeth after you eat to take off the plaque. This keeps you and your teeth healthy.*

2

CRAFT: TOOTH SACK PUPPET ⌚ 20 min

Materials:

- ◆ Lunch size paper sacks; one per child
- ◆ One copy of Super Tooth per child (see resources, page 4)
- ◆ Crayons
- ◆ Glue
- ◆ Scissors

Instructions:

The children will color the tooth and cut it out. Lay the sack flat with the bottom flap up. Glue the tooth carefully on the flap side so that it will work like a puppet.

3

GAME: RELAY ⌚ 20 min

Materials:

- ◆ Two six inch black circles cut from construction paper (plaque)
- ◆ Two toothbrushes

Instructions:

Divide the children into two equal groups. The children stand in two single-file lines, boys in one and girls in the other. The lines are parallel to each other. The first child passes back a plaque dot between his legs and the next child passes it over his head. Continue this pattern: overhead, between legs. When a dot reaches the end of the line the last child says "DONE!" The children pass a toothbrush the same way overhead and through the legs. When the first team completes passing the dot and the toothbrush they sit down and are declared the winners.



Lesson 7: Proper Care of the Pump

Lesson Theme: Taking care of the pump properly is important to make sure safe, clean water is available.

Learning Objective: The learner will understand the importance of keeping the well area clean and free from contamination.

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PROPER CARE OF THE PUMP LESSON 15 min

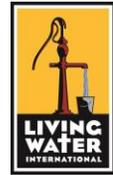
Lesson requires:

- ◆ A clean bucket with a lid to collect the water.

This lesson can be done in a small group, community meeting, class room setting or at the pump site. The lesson is often given on the last day (before departing the village) when all of the community is invited for the well dedication ceremony. If not taught beside the pump, a team member can represent the pump to demonstrate the handle and spicket.

Leader: Cover the following points:

- ◆ When pumping the water, move the pump handle completely up and all the way down without hitting the top and bottom (utilizing the inner three-fourths of the hand motion).
- ◆ Use the very back end of the handle when pumping the water.
- ◆ Keep the area clean from trash and animals. It is highly recommended to build a fence around the pump.
- ◆ Keep the slab area cleaned off.
- ◆ Place the bucket directly under the spout on the slab (not on the neck of the spout) to collect the water.
- ◆ Be sure to use clean buckets and cover immediately after collecting the water (recommend to designate one bucket just for drinking water collection).



- ◆ Do not allow children or animals to put their mouths on the spout.
- ◆ Do not use the water for 24 hours after the drill team dumps chlorine in it.
- ◆ When you begin pumping the water for the first time (after the 24 hours), pump the water out until you no longer smell or taste chlorine.
- ◆ Do not build any latrines or animal pens or bury any trash within 35 meters of the pump.
- ◆ Do not build any latrines or animal pens or bury trash that would drain downhill to the pump.