

TEACHING WASH IN SCHOOLS

YEAR 5–6

**Teachers'
supplementary
notes**



Acknowledgements

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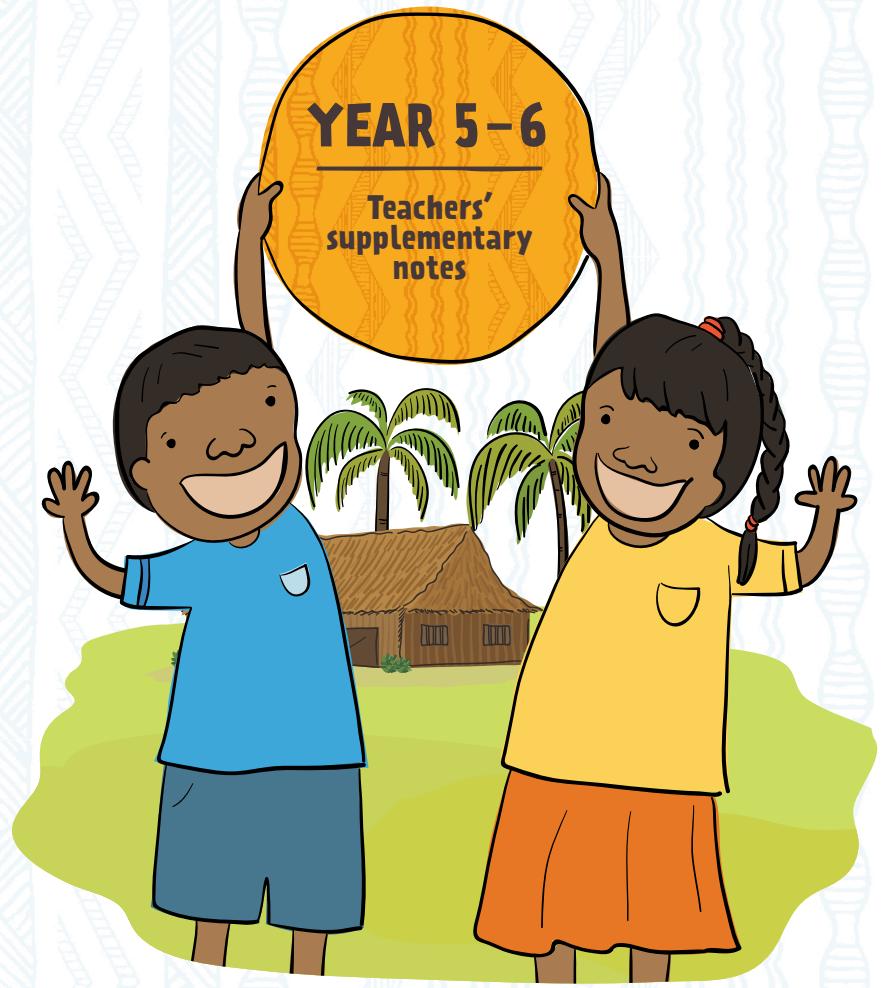
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Foreword

Honourable David Collins

Minister for Education

I am privileged to present this WASH Teacher Supplementary Notes and other toolkits as Information Education and Communication (IEC) materials that will guide/enhance the teaching, learning and assessment of WASH in Schools. WaSH – Water, Sanitation and Hygiene in Schools concepts are embedded in the Health component of the Year 1 & 2 Healthy Living subject, Year 3-6 Healthy Living Syllabus and are integrated across subject areas. This is part of the National Curriculum and Assessment Framework (NCAF) that was implemented after Cabinet's approval in November 2009.

The WASH resource toolkits include Y1-2, Y3-4, and Y5-6 and with supplementary notes, readers, fact sheets and some games.

As a nation of almost 100 primary schools established in 21 inhabited low atoll islands, with the geographical remoteness of these islands, this makes one of the biggest challenges for teachers to reach out to all children across and deliver education that is of good quality. The Ministry of Education has included amongst its nine goals one that looks into mitigating such a challenge; goal 4 that states *Provide a conducive learning environment in Kiribati schools*. The notes as supplementary guides serve the intentions of this goal in a manner where teachers are equipped and resourced with sufficient materials. No matter how remote the schools are, and with limited resources, these notes are readily made available to add to teaching materials and provide greater options for teachers to use in the classrooms and ensure quality education.

The provision of these notes is a critical component of teacher preparations, considering the long period of time needed from the initial stage of developments to this completion stage, the outstanding efforts and commitment of those involved in particular stages and most of all the funding support provided at all stages of which without, these notes would not have been progressing and completed. It is therefore my pleasure to take this opportunity and acknowledge all the good deeds of Partners and Stakeholders.

In particular the contractor Live & Learn Environmental Education (LLEE) that leads the works on these notes under the funding support of UNICEF, and every individual from both within and outside the Ministry of Education who has played a significant role for the success completion of these notes. I believe there will be more works in the future and I seek everyone's continuous support and collaborations to enhance mutual partnerships.

On behalf of the children of Kiribati, may our traditional blessings of Good Health, Peace and Prosperity prevail upon every one of us.

David Collins

Honourable Minister for Education



Important reminders to teachers

This Year 5-6 WASH Supplementary Notes is prepared to support teachers deliver WASH related contents reflected in the Year 3-4 Community and Culture Syllabus.

WASH is an acronym that stands for Water Sanitation and Hygiene – WASH. These notes focus on WASH in Schools and it is worth keeping in mind that much of what you do in the class will find its way home with students. WASH in Schools safeguards the health of children, supports and promotes the provision of safe drinking water and improves sanitation and hygiene facilities and practice. Students are encouraged to be agents of change and promote positive hygiene practices in the community.

Why teach WASH in Kiribati classrooms?

Globally every year there are 2 million diarrhoeal deaths related to unsafe water, sanitation, and poor hygiene. Most of these deaths occur among children under 5 years of age (WHO, 2012). Diarrhoea diseases kill more children than AIDS, malaria, and measles combined.

This makes diarrhoeal disease the second leading cause of death among children under five (CDC, 2012). Kiribati has the second highest number of diarrhoeal deaths under 5 years of age in the Pacific region.

Education will help our communities make the lifestyle changes required for a better tomorrow. Teachers are the key enablers of children and can support them as agents of personal behaviour change and community behaviour change and attitude.

The whole of school approach through classroom and club activities will improve good hygiene practices in schools and therefore will reduce sickness, improve your teaching outcomes, the standard of education in your school and improve your school's ranking. Improved education levels benefit the whole community and builds Kiribati's future.

How do children learn WASH concepts effectively?

Fun and Practical Activities

Year 5 and 6 children learn water, sanitation and hygiene concepts through practical and participatory activities in the classroom and on the field: they are child-centred and fun activities including:

- Songs, poems and rhymes
- Role Play
- Games
- Dances
- Stories
- Practical demonstrations and hands-on activities on the field.

Language of Instruction

The WASH concepts MUST be taught, learned and assessed in English at Year 5-6. The WASH concepts are repeated at this level except for Menstrual Hygiene Management. Thus a teacher has to deliver Menstrual Hygiene Management in Kiribati for first days of instruction and use materials prepared in Te Kiribati. On other days students and teachers need to reinforce learning of MHM through using English according to the language in education policy. The notes are in English and there is a resource material written in English.

Multi-grade teaching

The multigrade teachers will find it easy to use this one handbook for Year 5 and 6 students. At this elementary level it is important to repeat themes while facilitating varied educative activities that are fun and inclusive of all ability levels.

- Give time and space so children can display their WASH work and encourage them to tell their own WASH stories from home and school.
- Always remember to congratulate your students for all efforts.

How to use this resource

All teachers must make the effort to learn WASH songs, poems and rhymes first; then recite and sing them to students so they can hear them as they come from you.

Note that this document is to be used when teaching the WASH topics under the health component of Year 5-6 Healthy Living curriculum.

What's in this resource kit?

The teachers WASH toolkit includes a bibliography of resources, a Te Kiribati/English glossary of WASH terms, posters, stories and a board game. All resources are designed to complement your classwork.

Kiribati WASH in School (KWinS)

WASH is an abbreviation that stands for Water, Sanitation and Hygiene.

WASH in Schools safeguards the health of children, supports the provision of safe drinking water, improves sanitation and hygiene facilities, enables children to be messengers of change and promotes lifelong health for children and their families.

WASH in school enables all children in Kiribati classrooms to learn the right to:

1. Safe and affordable drinking water
2. Basic sanitation facilities/services
3. Improved hygiene practices
4. Survive, develop and grow.

Please refer to the 3 STAR Approach poster for checking on the benchmarks achieved so far.

Roles and Responsibilities

Students

An efficiently and effectively implemented WASH in Schools programs will lead to students who:

- Are healthier
- Perform better in school
- Positively influence hygiene practices in their homes, among family members and in the wider community
- Learn to observe, communicate, cooperate, listen and carry out decisions about hygienic conditions and practices for themselves, their friends, and younger siblings whose hygiene they may care for
- Change their current hygiene behaviour and continue better hygiene practices in the future.

Parents and Guardians

Parents/guardians are expected to take an active interest in their child's education and support the WASH in School programs.

Community

The community is expected to:

- Respect, protect and promote the rights and cultures of children
- Support and celebrate WASH.

Schools

Schools through the school leaders are responsible for:

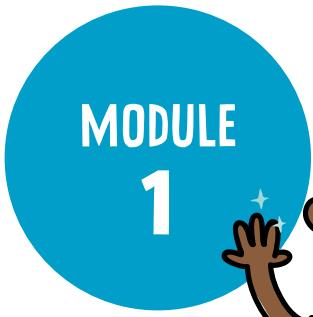
- Empowering children with knowledge, skills and values on WASH concepts.

Teachers

Teachers are expected to understand the implication of the WASH policy and concepts in order to deliver WASH related pragmatic lessons to exert effective learning, teaching and assessment that impacts on learner change behaviour.

The Ministry of Education supported by other relevant sectors, NGOs and UNICEF shall:

- develop, disseminate and train teachers on WASH- IEC materials
- assess, monitor and evaluate the rollout of WASH programs in all Kiribati schools



**MODULE
1**



Personal hygiene

What is personal hygiene?

Personal hygiene is a health practice employed to prevent or minimise the incidence and spread of diseases such as flu, fever and diarrhoea.

Revise the hygiene practices that children have learned in Year 3-4 using English as a medium of instruction:

1. Wash your hands with soap
2. Trim and clean your fingernails
3. Clean your teeth twice a day
4. Bathe every day with soap
5. Wash and comb your hair regularly
6. Cut and clean your toe nails
7. Treat and cover any sores
8. Always wear clean clothes
9. Sleep in a clean area
10. Always go to the toilet in a proper place and follow all the toilet rules.

Handwashing

How do you encourage students to wash their hands?

- Lead by example!
- Place handwashing reminders at eye level, such as posters, by the bathroom/water points to remind students to wash their hands
- Make sure the sink or tippy taps are at the right height for the students to use
- Ensure the tippy tap bottles are clean and filled with clean water
- Clean the tippy tap bottles regularly.

Barriers to handwashing

Reasons why school children may not wash their hands regularly:

- Hands don't look dirty
- No water points
- No knowledge
- Nobody else is doing it
- No soap
- No water
- No role models at school.

Motivations to handwashing

Reasons why school children might want to wash their hands:

- Soap smells nice
- Healthy
- Everybody else is doing it
- Peer pressure
- Status
- Being dirty is disgusting.

Impacts on Education

- Handwashing with soap and clean water can mean less sick days for children
- If children integrate the habit of washing hands with soap and clean water in their daily routines, school absenteeism could be reduced substantially.
- A recent study suggests that washing hands with soap at critical times could help reduce school absenteeism by around 42% (Bowen et, al 2007)
- Schools must ensure that children have access to soap every day.
- UNICEF research indicated that in six developing countries soap was not available in schools.
- Teachers, students, head-teachers, school committees and WASH clubs MUST ensure that soap is available at all times. Children need to wash hands frequently in order to stay healthy.



Refer to handwashing factsheet on how to wash your hands.



Experience and reflection

Activity 1: Hand-washing roster

Put up a roster for children to work in teams to build, clean and fill the tippy taps regularly and to record and report on children who wash hands or do not wash hands before eating or drinking during break time. Teachers to supervise children until everyone washing their hand regularly and using the correct method.

Activity 2: Washing hands with soap presentation

Students will develop a handwashing presentation for:

- Women selling food at school
- Parents in the community
- Sick people in the clinic or hospital.

The presentation can be a poem, dance, song, drama and should include the following information:

- Washing hands with soap is the best method to prevent germs
- Washing hands with soap will stop us getting diarrhoea
- We must always wash our hands with soap before and after handling food
- We must all be responsible for washing our own hands. If we are responsible then we are all preventing the spread of germs and disease.

Activity 3: Barriers to washing hands with soap

1. Break your class into groups of four. Ask students to identify barriers to washing hands with soap. What makes washing hands with soap a challenge?
2. Ask them to think about barriers to washing hands with soap that occur at school, at home, in the village and while they are playing with friends. Give them five minutes to talk in their group then ask each group to provide feedback to the class.
3. As barriers are identified write them on the board. When a barrier is identified more than once put a tick next to it. When all groups have provided their feedback the class will be able to see the most common barriers to washing hands with soap.
4. After class discussion, get your groups of four to go through all their group's barriers and see if they can come up with approaches to help overcome the barriers.
5. Give the groups a bit more time to talk this through – make sure they look for solutions to the barriers to washing hands with soap at school, home and when they are with friends or attending programs in the village.
6. Share each groups' stories, barriers and solutions with the class.
7. Then select one or two of the examples and discuss them more and see if there is the possibility of testing the solutions in the school.

Activity 3: Handwashing habits game

Students should be able to identify their handwashing routine and hygiene habits. This will help develop interpersonal skills leading into reflecting on and discussing good handwashing habits. (Teachers can incorporate this in the PE lesson as well)

Procedure:

1. Children all stand in a line on one side of a field
2. Tell children that you will read out a set of questions and that they can only move a number of steps depending on their answer. At times, children may not move at all.

The questions are all based on sanitation and hygiene habits or scenarios as follows:

- **Before I had my breakfast this morning I washed my hands with...**
 - Soap and water (2 steps)
 - Only water (1 step)
 - I didn't wash my hands (No steps)
- **After I played, I rushed to the taps to drink water, I first wash hands with...**
 - Soap and water (2 steps)
 - Only water (1 step)
 - I don't wash my hands (No step)
- **After I use the toilet I always wash my hands with...**
 - Soap and water (2 steps)
 - Only water (1 step)
 - I don't wash my hands (No step)
- **After playing with the dogs and animals at home, I always wash my hands with...**
 - Soap and water (2 steps)
 - Only water (1 step)
 - I don't wash my hands (No step)

Activity 4: Outline your hand

Trace around your hand in the space in your exercise book or on A4 paper. On the inside of your finger on the paper, write an activity that you use your hand for each day. For example, eating, playing or use during toilet.

Ask students:

- List work where you use hands. (For example, collecting firewood for cooking and boiling drinking water)
- Do your hands collect germs while doing those activities?
- What can you do to reduce the amount of germs on your hands?

Handwashing Race

Material required:

- 4 buckets of water
- 4 basins to collect the waste water for appropriate disposal
- 4 cakes of soap
- 4 dippers
- a basin of loose soil/sand (it should be soil/sand that will get hands dirty if they are rubbed in it)

Procedure:

1. Set up four buckets of water, each with a dipper and soap. One child with a white cloth stands behind each bucket.
2. Divide children into four teams and get them line up about 3-5 meters away from the buckets of clean water.
3. On a signal those standing in front of each team quickly rubs his/her hand with sand/soil in the basin or on the ground to make it dirty, next run to the buckets of clean water, wash dirty hands by pouring water with a dipper from the bucket. Dirty water should be kept in another basin to be disposed of properly.
4. Dry hands by shaking, then run back to your team members if the teacher signals you have thorough clean hands.
5. The team members on the next row do the same till everyone has a turn.

The winning team is the first to have all their turns and their hands are all clean and the dirty water in another basin is disposed properly in the right plw

Brushing teeth

Oral hygiene (oral care)

Our mouth cavity is full of bacteria and is a good environment for bacterial growth. It has a temperature of 37°C and is often rich in food particles that support bacterial growth.

The decaying process that takes place on the surface of the teeth eventually produces a build-up called plaque that is hard, yellowish, calcified deposit on the teeth. The result is tooth decay. In addition, unpleasant smelling breath, teeth and gum infections can be the result of poor oral hygiene.

That's why we need to clean our mouths by doing the following:

1. Rinse the mouth after each meal.
2. Brush your teeth with a fluoride-containing toothpaste twice a day – before breakfast and before you go to bed. Cleaning the mouth with twigs is possible if done carefully.
3. During the day, fill your mouth with water and swish it around to get rid of anything sticking to your teeth.
4. In addition to regular brushing, it is advisable to floss your teeth at least once a day, usually before you go to bed.

How to brush your teeth

We need to look after our teeth as poor hygiene can cause bad breath or, worse, infections in our mouth. Sore teeth can be painful and make eating and speaking difficult. We also want our teeth to grow strong. Poor hygiene can cause cavities and our teeth to rot.



Refer to factsheet on how to brush your teeth.



Experience and Reflection

Questions to ask students

1. How many times should you brush your teeth?
2. When is the right time to brush?
3. How would your mouth smell if you don't brush your teeth?
4. What can cause tooth decay? How can we prevent tooth decay?
5. When will you buy a new brush? How do you know it is the right time to get a new toothbrush?
6. Demonstrate basic two-three steps to follow when brushing your teeth.
7. Ask children if they remember to brush teeth before sleeping and when they get up in the morning.
8. List things needed to brush your teeth: tooth brush, small amount of toothpaste and clean water.

Class Activity

Brushing Teeth

1. Tell children to bring their toothbrush to school. Teacher will need to prepare toothpaste to spread on each toothbrush..
2. Teach children how to brush by following the instructions on the factsheet.
3. Encourage children to talk at home about the problems of having a toothache.
4. Ask the class what would they say if their family experienced the pain of a toothache?
5. Ask the class how could they encourage their younger siblings to brush their teeth to avoid tooth decay?

Discussion

Nawerewere Hospital Dental report (2016)

The dental ward at the national hospital informed the public during its open day in late July 2016 that 7 out of 10 Year 1-3 children have tooth decay problems. Nawerewere Dental Hospital is now working on a strategy to cut this number to 3-4 out of 10 children.

Discuss with your students how they can contribute to lowering the high levels of tooth decay.

Comb and wash hair regularly

If we do not wash or comb our hair, we risk being infected by lice. It is unhealthy to have lice in our hair. The best way to avoid lice is prevention. To avoid lice, wash and comb your hair regularly, wear clean clothes and never share hats, hair brushes or combs with anyone.

Students with long hair have a higher chance of catching lice. Girls, for example, need to take care when their head or hair touches other students.



Tell a story about washing hair or problems with lice.



Read the story 'Ai Rarabwara Au Tia Reirei'



Experience and reflection

Questions to ask students

1. Why is it important to wash hair regularly?
2. What can live in our hair if we do not wash our hair regularly?
3. How can we get rid of lice from our head? Is it hygienic to live and sleep with lice or to crack lice with our teeth? What do lice bring?
4. How do you feel if you have lots of lice on your head? Can you concentrate in school? Actually, you can't concentrate because lice makes your head itchy, breaking your concentration.
5. Refer to children's usual practice of washing hair they have learned from home. Allow children to share how they use shampoo.

Other suggested class activity

Group work

1. Ask children to work in groups to draw a timetable of when hair should be washed at school or at home; who's going to bring shampoo or soap for each hair washing day, etc. The timetable should be displayed and strictly followed.
2. Plan a road show or a skit to inform audience how to get rid of head lice, why should we remove lice and why we should not put lice in our mouth or crack lice with our teeth.
3. Demonstrate how to wash hair with shampoo and tie the hair afterwards. Children should emphasise the need for parents/audience to remove lice because it hinders concentration in school.

Homework

1. Explain clearly to children how they can teach their young siblings how to wash their hair with shampoo.
2. Children should demonstrate the correct washing hair technique with shampoo. Allow them to do it themselves.
3. Prepare a 'Show & Tell' for students to report how they taught their younger siblings or other members of the family how to wash their hair.

Bathe with soap and clean water

We need to bathe with soap every day in order to stay clean, healthy and hygienic. Soap removes dirt that spread on our skin, germs and excess oil from our skin.

We should use a gentle soap and a soft cloth to wash our body, concentrating on those parts that need most attention: face, hair and neck, under your arms, your groin and bottom and feet. Try and have your own personal soap, do not allow others use your soap or vice versa. It's more hygienic. Do not use really strong soap like laundry soap to wash skin.



Skin problems are common and people who have skin problems, such as rashes, know that soap can make the problem worse. Some people prefer to use less soap.



Experience and Reflection

Explain the proper ways to bathe and the importance of bathing with soap as stated above.

Generate questions from these notes and ask children if they have a bath as recommended.

Allow children to share how they bathe. Give children time to reflect on better ways to bathe by using a cloth, not sharing soap and rinsing with clean clear water, not milky water caused by soap lather.

Integrated Literacy work - journal writing: Children can write a reflection on what they have learnt about bathing regularly.

Importance of washing face every day

Features which are part of the face

Just as we need to keep our hands and our teeth clean we need to wash our face every day. We use our face much more than we think. If we list all the main features of our face – ears, eyes, nose and mouth we see that these features are entry points to the body.



Refer to factsheet on how to wash your face.

Importance of treating & covering sores

A sore is an injury or an external break in the skin.

Sores are where germs and bacteria can get into our skin, this is why we keep them clean and make sure they are healing properly.

Do not pick or scratch a sore, it will create a scar and will heal slower.

Some sores can be caused directly by germs or bacteria, these are usually called 'school sores'. School sores spread very quickly. A child with school sores should be kept at home and will need to go to the clinic for antibiotics, which need to be reapplied until the sores have completely healed.

Suggestions for home care include:

- wash the sores with soap every eight to 12 hours
- after each wash, pat the sore dry. Use a clean towel or cloth or tissue every time
- apply a dressing to stop the spread of infection. Use a bandage to hold the dressing in place and help stop scratching sores
- go to the clinic if the sores spread and get worse or if you become unwell
- change your clothes every day and change linen (towels, sheets, face washer, sleep wear) daily while the infection is present
- wash hands with soap and clean water every after touching the sores.



Experience and Reflection

Class discussion

- Ask students to quickly list the personal hygiene practices they have learnt and healthy habits they follow.
- Ask them if they apply those healthy habits wherever they are: at home, school and in the community. Then ask them to detail the steps we need to follow to do each properly.
- Have a discussion too about what students are not doing and why and list those activities as hygiene barriers.
- Teachers can also choose to have students work in small groups of 4-5 to draw and label the personal hygiene practices they have learnt and that they apply as healthy habits.

Presentation

Students can present a recount based on their experience when they talk to their family members about healthy habits:

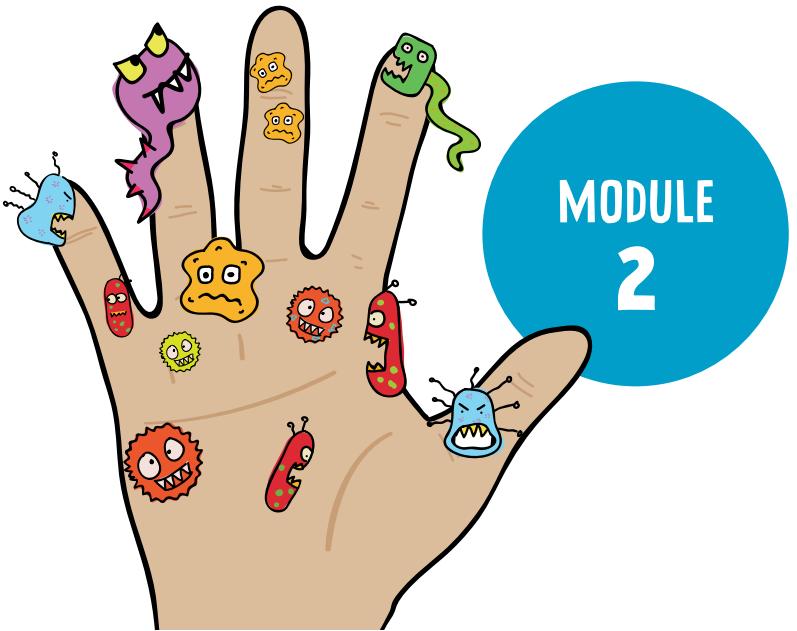
- Break the class into groups and have each group review one key healthy habit to make an oral presentation or role play to the class.
- Group members should use their own experiences at school and at home.
- They will have to explain each healthy habit step by step, from start to finish.
- Encourage group members to explain why they see something as a good hygiene choice.
- Ask the class to think of barriers to good personal hygiene using their own personal experience. List the barriers to good personal hygiene and discuss them with the class. Try to find out which barrier is linked to any of the healthy habits. For example, it is pointless to wash your hands with water if you don't have soap. Use ashes if it's impossible to get soap.
- At the end of each oral presentation ask questions based on what you know of their routine – do they always have soap, toothpaste, toothbrush, laundry soap, a clean towel; do they have to share some of these things with family?

Taking the Message Home

Over the year the class will do activities which the students can discuss with their families so their families will learn about and support students' healthy habits. Students will do activities outside the classroom, for the community, to build a common understanding that good personal hygiene will contribute to good public health.

Tell students to talk to their family about that healthy habit. They should talk to them about handwashing and other hygienic practices. Encourage the students to encourage their family members to wash their hands after going to the toilet and before eating.

Students should record the presentation as pictures and captions in their daily journal.



Germs and diseases

What are germs?

Everyone has germs. Our bodies are covered with microscopic germs. Germs want to live on our bodies because our bodies keep them warm and alive. In our contact with other people, we swap germs every day and we pick germs from our surroundings.

Just because our hands look clean doesn't mean they are free of germs.

Children may remember to wash their hands more often if they understand how dirty hands can make them sick. It is very important to clearly explain germs as a cause to diseases such as diarrhoea. It's fundamental to learn the impacts of poor hygiene practices that results in germs transmitting diseases in our bodies.



Refer to fact sheet to find out more about germs.



Experience and reflection

Questions for Students

1. Where do germs live? How can germs enter into our body?
2. Do germs spread from one to another? How?
3. What can we do to stop germs invading our body?
4. What are the diseases we get from the spread of germs?
5. What are the enemies of germs? (Water and soap).
6. Why should we wash our hands?
7. What will happen if we do not wash our hands?

Class activity 1: Sharing biscuits and germs

1. Spread flour in your hand. Next take a biscuit or doughnut and cut it into pieces. The biscuit or doughnut is covered with flour. That flour represents the germs spread on food.
2. Share the pieces to five of your friends. Do not eat the food until your teacher says you can eat it if you wish.
3. Q: Did you eat that biscuit/doughnut? Why or why not?
4. Q: What does the flour that spread on the doughnut/biscuit represent?

Class activity 2: Germ Ladder

Play the Germ Ladder game with the students, or let them play by themselves. There are important captions that help to consolidate children's learning on WASH concerns.

Class activity 3: Spread the Word, Not the Germs (awareness campaign)

Procedure:

Divide the class into groups to create an information poster/role play/poem/ on one of the following topics:

- Good hygiene habits
- The importance of handwashing with soap
- When to wash your hands.

Once the theme has been decided, encourage the students to be as creative as possible. They can draw pictures as well or write text on their posters.

Give the students the opportunity to explain their posters to their classmates or school.

Display the posters in the classroom or around the school and use the pictures as visual aids to remind students of good hygiene behaviour.

Organise other classes to visit your classroom to view the posters. Use this opportunity to give a small talk about good hygiene behaviours in the school

Follow-up activities

- Invite the local media to feature your students' posters in the local newspaper.
- Distribute the posters by putting them up in the community shops, mwaneaba or church.

What is diarrhoea?

Diarrhoea is having frequent, loose, watery poo (which may be referred to as 'stools'). You may get diarrhoea after being in contact with someone else who has it, or you may get it from food poisoning - after eating contaminated food or drinking contaminated water.

One of the biggest killers of children under the age of five in Kiribati, and throughout the world, is diarrhoea. Diarrhoea is caused by germs that get into our stomach; they cause pain and trigger constant liquid waste.

Diarrhoea causes us to lose too much of our bodies water and natural body salts, we become dehydrated and can die if that water is not replaced. The infection that causes diarrhoea can be passed on through contaminated food or drinking water, or from person to person through poor hygiene. Diarrhoea can last several days and can deplete the body of the water and salts that are necessary for survival. Most people who die from diarrhoea actually die from severe dehydration and fluid loss.

Causes and impacts of diarrhoea

- As a waterborne disease diarrhoea is caused by drinking dirty/contaminated water
- Infection commonly results during drinking, preparation of food and eating that contaminated food
- Chronic diarrhoea leads to malnutrition as nutrients cannot be absorbed
- Retards children's growth and development.

How to prevent diarrhoea

Hygiene practices including the three interventions can significantly reduce the incidence of diarrhoea:

- Improving water quality at household treatment and keeping food safe
- Hand-washing with soap and fresh water at critical times
- Proper disposal of adult, child and animal faeces.



Tell a water story about Teraakoro and his family. Relate the events of the story told to children's life experiences.



Experience and reflection

Questions to ask students

1. Have you had diarrhoea? How did you feel?
2. Did you know why you had diarrhoea?
3. How many days did you have diarrhoea?
4. What are the causes of diarrhoea?
5. Has your younger brother or sister ever had diarrhoea?
6. Does your mother know the cause of diarrhoea?
7. How would you help to prevent diarrhoea in your family?

Group work

Tell children to work in groups to prepare a presentation to any audience on:

- The causes of diarrhoea
- How to prevent diarrhoea
- How members of your family can be affected when they have diarrhoea (e.g. missing work or school, unable to look after the family).

Class activity 3: Role Play

Divide your class into five groups. Give your students 10 minutes to prepare a role play or a presentation to raise awareness in the community on:

- Group 1 to demonstrate the best way to wash hands with soap and why should we wash our hands.
- Group 2 to demonstrate the best way to bathe with soap and why should we use soap and not to bathe too much.
- Group 3 to demonstrate brushing teeth and why should we brush our teeth in the morning and before sleeping.

At the end of each role play or a presentation, lead a discussion highlighting the main points demonstrated by students and reminding them of any steps they missed out on.

Remember to point out:

- Washing hands is the first defence against germs.
- Soap will help remove germs from the body and washing the body with a cloth helps remove dead skin.
- Cleaning our teeth will make our teeth and gums stronger and make our breath smell better.
- Talk about other hygiene practices.



MODULE 3

Water

Water - a basic need

According to the World Health Organization (WHO), a person requires at least 50 litres of potable water per person per day to meet basic needs:

- Drinking more than (5 litres per day)
- Hand-washing and food preparation (15 litres p/d)
- Laundry and bathing (20-30 litres per day)

When planning for water supplies we need to consider a wide range of possible water supply options which could satisfy different needs, such as:

- drinking or cooking which require the water to be safe to drink. Otherwise people can become ill
- washing clothes, the water does not need to be as clean.

How much water should I drink each day?



5-8 years
drink one litre of
boiled water

9-12 years
drink 1.5 litres
of boiled water

13 years and above
drink 2 litres
of boiled water

What is 'safe water'?

Safe Water is drinking water which is free from bacteria and other sources of contamination. Water that is safe to drink is called 'potable water'

The World Health Organization (WHO) says 'safe water' is water that:

- does not pose any significant health risk over a lifetime
- is suitable for drinking and all domestic purposes
- has no objectionable smell or taste
- is available in sufficient quantities.

Importance of safe water

Water is necessary for the maintenance of good health because it:

- detoxifies the body preventing tiredness, headaches and constipation
- protects and moisturizes the joints and skin
- helps our organs to absorb nutrients better
- regulates body temperature.

Why is it important to drink safe water?

- Unsafe water leads to a high risk of water-borne diseases such as diarrhoea and typhoid fever. Kiribati has one of the highest rates of deaths of children under five from diarrhoea in the Pacific region. Drinking water that has been contaminated by bacteria in faeces can cause diarrhoea. Even clear water can be contaminated.
- Childhood death or mortality from diarrhoea is more common in Kiribati than in other Pacific Island countries. Health officials report an average of three outbreaks of acute diarrhoeal disease in South Tarawa every year.
- If water becomes contaminated, it is not safe and can be harmful to one's health. Drinking water that has been contaminated by bacteria in faeces can cause diarrhoea. Even clear water can be very contaminated.

Reducing the health risks of drinking unsafe water

- **Rainwater is not safe to drink.** We need to boil it before drinking.
- **Well water is not safe to drink.** E-coli bacteria is rich in wells and must be boiled or disinfected (using the SODIS methods) before drinking.
- **PUB Water is not safe to drink.** There is a leak along the pipe that can contaminate water. We need to boil PUB water before drinking.
- **Drinking contaminated water or eating food that has been washed by untreated water can contain bacteria that will infect people.** We need to boil water when preparing food.

Water and climate change

Impacts of Climate Change on Our Waters

Kiribati is highly vulnerable to the impact of climate change because our islands are small, of very low elevation and our increasing population is putting too much pressure on the small supply of clean water.

The limited freshwater resource is easily contaminated because of the problem we face with rubbish disposal, inadequate sanitation systems and inadequate sanitation practices among the local population. This contributes to the pollution of groundwater. Urbanisation and the impacts of climate change are additional threats to island populations coping with WASH challenges.



Refer to Water Factsheet for more information

Implement the following seven WASH related interventions articulated in the Water Policy (2010):

1. Water pumps/pipes should be installed to convey water from water sources to homes.
2. Wells should be protected.
3. Clean ground water available on the islands needs to be located and quality assessed.
4. Water conservation needs to be practiced in homes and awareness needs to be ongoing.
5. Sanitation must be managed and all toilets must be constructed at least 30 meters away
6. from the nearest water point
7. Rainwater harvesting and storage is required.
8. Animals and graves must be at least 30 meters away from the nearest water point.

Water in Kiribati

Water quality

Water quality in Kiribati is a big problem. The water is not clean for four reasons:

- People go to the toilet in inappropriate places and it pollutes the water.
- Lots of people live at Bonriki where water PUB water is taken, also affect the water lens.
- Improper disposal of too much rubbish in the capital state of South Tarawa is polluting the water table and makes water unsafe to drink.
- How we handle safe water to drink during using and storing can badly effect safe drinking water.

Therefore we need to boil PUB water, well water and rain water for safe drinking.

Water Contamination

If water becomes contaminated, it is not safe and can be harmful to one's health. Water can become contaminated with many different microbes. Drinking water that has been contaminated by microbes in faeces can cause diarrhoea. Even clear water can be very contaminated.

As a consequence of consuming contaminated drinking water, childhood mortality from diarrhoea is more common in Kiribati than in other Pacific Island countries.

How water contamination occurs?

- Sewage, non-treated drinking water, flies in water supply
- Animal manure seasonal runoff of water, rainwater, stored water in containers/cistern
- Untreated water: poor disinfection, PUB pipe breaks, leaks, groundwater contamination.

Kiribati's water sources

Well water

Well water is the main source of water in Kiribati. The surrounding area of a well should be kept clean, covered and built 30 meters away from any source of possible contamination such as graves, pig stys, toilets or a babai pit.

Wells take the water from the lens beneath a house. On South Tarawa, these water lenses are often contaminated. Contamination happens because germs get into the water. Water from these wells should be used with caution as well water is highly contaminated.

Well water needs to be boiled with two full minutes of **rolling boil** to make it safe.



Refer to Water Factsheet for water table diagram



Refer to a dance/song 'Tararua Ranin Am Mwanibwa Dance' that teaches children where to build well.

What is a rolling boil?

A rolling boil is when liquid is heated up and then boiled rapidly with lots of bubbles. A rolling boil will kill germs. Simmering water will not kill or break up germs.



Rainwater

Rainwater is the safest water to drink in Kiribati. When it is raining allow 15 minutes before collecting rainwater in closed containers or water tanks. Once the rainwater is collected, keep the containers closed. Rainwater should be boiled using the rolling boil method or solar disinfection (SODIS).

PUB water

PUB is a government company within the Ministry of Public and Work Department that stands for Public Utilities Board.

PUB water is underground water collected from the water reservoir in Bonriki and Buota close to the international airport. The PUB treats or purifies this underground water with chlorine then distributes to all households in the government quarters as well as some private homes. Families pay for water bills every month. PUB water should still be boiled or disinfected.

Bottled water

Bottled water sold in stores is safe to drink and does not need to be boiled. However, it can be very expensive.

Desalinated water

Desalination is the process of removing salts and minerals from sea water to produce water suitable for human consumption. Desalination provides an alternative water source for Banaba Island.

- People on Banaba use desalinated water for drinking, washing, bathing and cleaning
- The Ministry of Works operates the desalinated plant on the island.
- Tarawa Motors at Teaoraereke in Tarawa process desalinated water.
- Taotin Trading Company processes desalinated water from brackish well water.
- Richard Turpin is a resident living in Ambo who processes desalinated water for everyday consumption by the hotel guests he owns and for neighbours.

Other sources of water in Kiribati

SODIS Water

SODIS (Solar Disinfection) is a simple, low-cost solution for preparing drinking water at the household level. SODIS uses both sunlight and the heat of the sun to kill 99.9% of germs in water. Rainwater, well water and PUB water can be treated through the SODIS process.

SODIS trials in Kiribati have shown its effectiveness and potential for wide spread use across this region.

Kiribati has a perfect environmental conditions for solar disinfection systems.



**Refer to Water Factsheet for the procedure of how to do SODIS Water.
Or watch the film on how to prepare SODIS water for children. It can be applied at school and at home.**

Water Lifestraw

The Australian Rotary Club has donated the Water Lifestraw to schools and clinics in South Tarawa in an effort to eradicate waterborne diseases.

The water Life Straw removes almost all of waterborne bacteria and parasites.



Reflection and experience

Remind the children that someone must boil water for them because small children must not boil water themselves. Would they help to collect water in the buckets or they could help collect firewood. They can make sure water containers are clean.

Class activity

Explain to children the class is going for a walk to observe the types of water used by different families in the community. Students should form small groups and each group will need to use words related to water (WASH) to describe their walk.

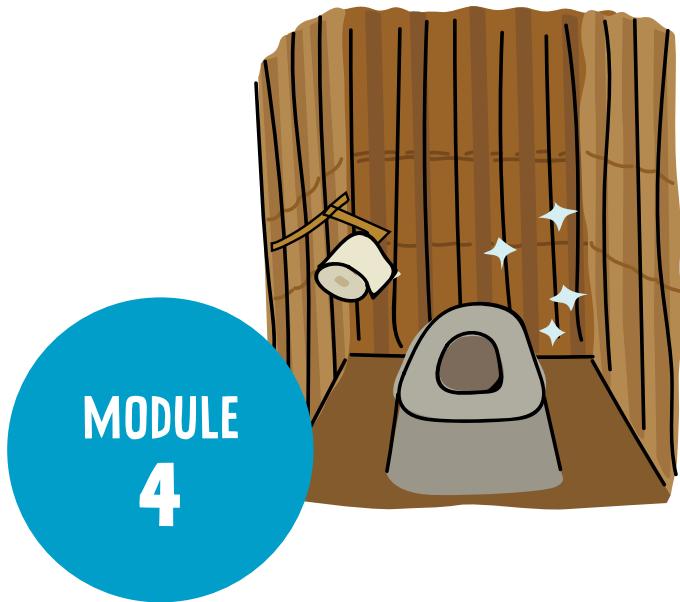
Make sure you instruct the students to discuss and remember what they see. They should notice how different families take care of the well, PUB or their rainwater. Is there a rainwater tank? Is there a cover for the well, are they using a Tamana or a Marakei pump are the PUB taps inside or outside the house?



Read a water story 'Taruua Raoi Am Ran'.

When back in class tell students to sit in their small groups and discuss what they saw.

- What did they see that they liked and what did they see that they think they could make better?
- Tell them to focus on what was most interesting for them and draw a picture of how it looked.
- Tell them to make sure their picture includes how it could be improved and what they can do as a class to help improve water quality.



MODULE 4

Toilets and sanitation

Sanitation and healthy toilet awareness

Sanitation refers to the management of human waste. Infectious bacteria (pathogens) that cause conditions like diarrhoeal disease can spread through contact with human waste. The safe and effective disposal of human waste, through sanitation facilities such as toilets, can reduce the number of incidents of diseases in the school, home and community.

There is a very clear link established between healthy toilet awareness and health:

- Healthy toilet awareness must be explained and clearly understood by boys and girls
- Students should be able to list healthy toilet awareness and the positive impact they have
- The school WASH club should have developed posters and be monitoring toilets
- Toilets should always be clean and tidy.

Types of toilets

There are three types types of toilets in Kiribati. They are septic toilet, pit toilet and Kamkamka (compost toilet). A toilet with a septic tank is the preferred type of toilet in Kiribati to minimise contamination of underground water.

Clean and safe toilets

Students are more likely to access and use the provided latrines/toilets if they are clean, safe and suitable for their use. It is important to consider the following factors:

- **Access:** Consider the access to the toilets, both inside and outside and whether the students can sit on the toilet easily and comfortably. Also consider any special needs that exist in the school, e.g. students with disabilities, illness, etc.
- **Privacy:** Ensure that toilets are private so the he students feel comfortable using them.
- **Segregated toilets:** It is critically important to ensure that boys and girls have separate, secure and clearly marked toilet blocks. It is recommended that there should be one toilet for every 25 girls and one toilet for every 35 boys.
- **Safety and security:** Ensure the toilets are in a safe and secure location close to the school. This is particularly important for girls and women.
- **Cleanliness:** Students are more likely to use a toilet if it's clean. This will be possible through a cleaning roster for students supervised by a teacher. This will enable students clean the toilets regularly to keep toilets at a reasonable standard.

Why is having a healthy toilet awareness important?

Good toilet manners are all about hygiene, hygiene builds health and makes it possible for everyone to achieve their best. Under the national WASH in Schools policy all schools must promote good hygiene practices to students and support students to be WASH agents of change in the community.

A clean and fresh toilet in schools is important because it is less frightening for small children to use. Students must have the rules for good toilet manners explained clearly to them so there is no excuse for not leaving the toilet clean and fresh. No one likes to use a messy, smelly toilet and it is disrespectful to leave a toilet in that condition. Teachers and school committees must supervise the school sanitation.

Why do we use and keep our toilet clean?

No matter what sort of toilet the school has, students need to understand and apply the rules to use and keep the toilets clean. Cleaning the toilet every after use, or banning open defecation is a healthy practice that break the chain of infection transmission in the home, school and community.

- What will happen if you do not clean the toilet after use? If the school and class do not bother to develop a routine to clean the toilets, what will happen to the toilet block?
- What will be the effect on children?

Currently most schools do not have toilets. It is very important to identify the toilet area for boys and girls and that children must keep that area clean.

Reminder: Students must only pee in the toilet or toilet area. They must cover or bury their waste, not expose it if they use the beach or bush. Stop the children from going to the toilet in the open. Encourage children to bury their waste.

Never use the beach or bushes if there is a toilet you can use.



Refer to Toilet factsheet for information about keeping toilets clean.



Read a story based on maintaining a healthy toilet ‘Beka N Te boo, Kaitiakia Raoi’.
Discuss the story with children. Relate to children experiences at home.



Read a poem ‘Te Nango’ and perform the actions.

Avoid open defecation (ODF - Open Defecation Free)

Going to the toilet at the beach or the bush is called open defecation. Open, because it is being done in the open and the faeces are left uncovered. Defecation, because it is the expelling of human waste.

Open defecation increases the spread of diseases, especially diarrhoea, and especially among children. This results in high infant and child morbidity and mortality rates and damage to the environment as human waste is left in the bush and the beach.

Some families have flush toilets but they prefer to use the beach or the bush for open defecation.



Read a story 'Ara Bike Rerei.'

School rules for open defecation

1. Always go to the right place

All students must go the designated toilet area. Boys to the boy's area and girls to the girl's area. Boys and girls must not go to the wrong area and teachers and school committees will monitor the toilet areas.

2. Always cover your waste

Do not expose your faeces. Flies will land and carry germs away to food.

All student must cover their waste. Anything used by students to clean up must also be covered. If you use a spade, make sure you clean it thoroughly with soap.

3. Clean yourself properly

Always remember to wash hands with soap. Handwashing prevents a spread of germs to another person.



Read stories 'Ara Bike Rerei' and 'Katoka Te Nango, Totokoa Te Mannaoraki'



Experience and reflection

Class activity 1

Create a sanitation map of your school

Materials: A stick long enough to draw on the ground.

Draw a large map on the ground somewhere close to the classroom where there is shade and ground is level. Alternatively you can draw the map on paper or the blackboard. Be sure to include major features such as classrooms, play areas, trees, paths, fences or the seaside. Do not include water/toilet/rubbish dump features as this is what the students will fill in as part of the exercise.

Encourage students to think and talk about water, hygiene and sanitation issues in their own school environment. Enable students to explore their school compound.

During the lesson:

1. Show the students the map of the school area. Explain to the students what it is and explain how people use maps. Remind them that maps are views from above looking down to what we would see if we were a bird
2. Divide the class into teams of three or four (or larger if necessary) students.
3. You can instruct the students to copy down the map in their notebooks/on pieces of paper.
4. Familiarise the students with map by having them identify their school features on the map. eg. classrooms, play areas and trees
5. Explain to the students that they are now going to mark water, sanitation and hygiene features on the map.
6. Give the students time to complete their map. Encourage discussion among all the groups as they fill out the map and lend assistance as required. Make it fun!
7. When the map is finished spend some time comparing and discussing the WASH features in the map.
8. Make sure all the WASH features of the school are detailed on the map and talk the class through each feature.
9. Lead a class discussion focused on the school compound map to identify possible problems through questions) e.g. places where students play near open defecation sites etc. Do students pee anywhere? Discuss.
10. How close are the toilets to the clean water source? What is the chance of the water source being contaminated with faecal matter? Are there any problems with the school compound that would increase the rate of waste affecting the health of the students?
11. Ask the students to create a new improved map of their school showing changes that could solve these problems.

Class activity 2

Mapping at the Maneaba

1. Have students do the same mapping activity at the Maneaba. Talk to the elders and ask them for some time during school hours for the class to go and do the same exercise with some community members. Look at and draw:
 - Village buildings, classrooms, kiakia, school buildings
 - Draw water supply, tippy taps.
2. Let the community members contribute via the teacher.
3. Now draw in the toilet areas, flush toilets and places of open defecation.
4. Have the student explain that they have work teams at the school to support healthy habits at the school area. Have each team say why they do the job they do: to prevent germs, to make water clean, to develop healthy habits and healthy lifestyles and to promote healthy choices.
5. Children can recite poems or sing to communities with WASH items they have practiced in school.

Note for teachers: Observation and your ability to listen to children's stories are powerful assessment tools. Do you think the children have properly understood issues of toilets and their school and if not what can you do to help them understand? Look for small improvements in hygiene behaviour and how toilets are kept and try to identify what triggered the improvement.

Class activity 3

Public toilet campaign

It is a health issue that toilets such as at the national hospital and airport are never cleaned.

Ask students:

- Have you been to the public toilets at Nawerewere Hospital? What are your observations? What should you do if you use that public toilet?
- Do you usually clean the toilet after using it?
- Do you have time to clean and scrub the bathroom?

It is our responsibility to clean the toilet and bathroom. Go through the procedures of cleaning a toilet. Explain to them that dirty toilets/bathroom is filthy and is full of germs. Explain that a clean toilet/bathroom is appreciated and it is a healthy shared environment. It should be germ free.

Tell children to work in groups to brainstorm ideas on:

- how to support the council or government by helping to clean public toilets.
- a strategy that the government can adopt to motivate toilet users in public places such as airport, hospital, offices, etc to keep the toilets clean.

Class activity 4

Clean toilets or toilet area

Using the same indicators to assess classroom cleanliness, assess the class/school toilets or toilet areas.

Grade your assessments using **A for achieved**; **B for in progress**; and **C for needs improvement**. Make sure you enter student comments on each indicator. The student comments will help you show that they understand the importance of keeping the toilet or toilet area clean, and ready to display that attitudes and practise it every day. Praise your students for a changed behaviour and keep motivating them to keep doing it. Tell them this is one simple hygiene practice that can prevent the incidence of diarrhoea.

Have them write in their journal what they would most like to see as a toilet in their school. Then have them write how they can make a contribution to making the school toilets more like what they wish for.

Class toilet/toilet area	Comments	grade
Is the toilet bowl clean?		
Is there access to water to flush the toilet?		
Is there water hand wash after using the toilet?		
Is there a clean toilet brush to use?		
Is the toilet bowl covered?		
Is there toilet or tissue paper to use?		
Is there soap and water ready to use for handwashing?		
Is there a toilet for both boys and for girls?		
Is the toilet area well cleaned?		

MODULE 5



Practicing good hygiene for a healthy environment

Explain that practicing good hygiene for a healthy environment is a lifetime commitment and we need to keep applying what we have learned.

Look after the wells

1. Clean up around wells and keep the well environment clean.
2. Build fences around wells to keep animals – dogs, pigs, chickens, cats – away from wells.
3. Put a cover on your well and fit a simple hand pump.
4. Carry laundry away from the well. Doing laundry at a water point will make it muddy and that will go wash back into the well.
5. Do not bathe or rinse near a well because soapy water and other germs will go into the ground and then in to the well.
6. If you use a water dipper always hang it up and keep it clean.
7. Do not let children play near the well. Teach them that water points are for washing and keeping clean.
8. We need to be careful to keep the areas around wells and taps clean. This means the proper disposal of waste and never letting rubbish or waste water stay around the well or under a tap.

Keep rain water catchment and storage and tap environment clean

1. Clean down your roof and the gutters on your house so only rainwater goes into your water tank. Apply a first flush when the rain falls for the first time.
2. Empty and clean out a water tank when necessary. Always do it at the start of the wet season. Clean the water tank with bleach, rinse it out and reconnect it to the gutter so it can refill in the next rain.
3. Make sure dogs and other animals are not licking any taps. Some taps are at 'dog height' so make sure they are not drinking from the same tap as you are.
4. Make sure every water container is clean and in good condition and that the lid fits properly. There is no point in cleaning the water if we put water in a dirty water container.

Use and clean toilets

1. Use the toilet and apply the rules you have learnt.
2. Clean the toilet after use so anyone use it finds it very clean as you may like to find it.
3. Encourage everyone in the family to all keep the toilet clean.
4. Always wash your hands with soap after using the toilet

A clean and healthy classroom and home

Being responsible at home

Explain that the home environment is a shared environment so keeping the home area clean is a shared responsibility. If we want our families to support each other, children need to explain what they are doing to be responsible for hygiene. We need to encourage children to be responsible and allow them to take responsibility. Household jobs are an effective way for students to be leaders in home hygiene.

Being responsible in the classroom

Explain that the classroom is a shared environment so keeping the classroom clean is a shared responsibility. If we want to teach children to be responsible, we have to trust them with responsibilities. Classroom jobs are an effective way to include students in running the classroom. From now on all students will have a job in the classroom.

Have the students discuss what are the jobs the clean classroom rules will require? They could include someone:

- to make sure everyone washes their hands
- to make sure everyone wipes their feet
- to check books are clean and to make sure they are stacked neatly
- to look after the cloth we use to cover books, that it is washed when needed and put away neatly when we use the books and that the cloth covers books well when they are not being used
- to make sure all rubbish goes in the bin and someone to take the rubbish away and put it.



Experience and reflection

Questions to ask students

1. Why do we need to practice good hygiene around wells?
2. What could happen to the water if a well became contaminated with mud and rubbish?
3. Do you have a clean well at home, and how do you keep it clean?
4. How do you help your family to keep your toilet clean at home?
5. How do you feel when you house it dirty and isn't clean?
6. How do you feel when your house has been tidied inside and outside? Does it improve your feelings?

Suggested class activity

Class and school cleaning routine

Monitor the tippy tap: repairing where necessary, making sure water is topped up all the time and reporting to teacher when there is a need to replace the soap.

Look at the ground under the tippy tap and make sure there is no mud or puddles. Students can carry sand and gravel from the beach to cover mud and puddles to help keep the tippy taps clean.

A team can support handwashing by students before they go into the class after lunch, making sure students all take their time to wash their hands properly and leave the tippy tap in good condition.

Monitor the rubbish disposal: Teams can be responsible to monitor proper disposal of rubbish in the school yard, making sure rubbish is put in the right place.

Monitor the classroom: Teams can look after the classroom to keep that environment clean and healthy.

Students can do these jobs while still playing and having fun. Each of these teams report back to the school committee and the teacher on good hygiene practices being used by students and they report on any bad hygiene practices so the teacher can follow up with the class. They must report every day and the teacher should work with the school committee to rotate jobs so that all students get to experience each of the healthy habit roles in the school.



MODULE 6

Menstrual hygiene management and circumcision

Puberty and hygiene

Puberty is the period during which growing boys and girls undergo the process of physical changes in their body. Puberty includes a series of physical changes that lead to the achievement of fertility and the development of the physical features associated with adults such as the growth of pubic hair. While puberty involves a series of biological or physical changes, the process will also have an effect on the psychosocial and emotional development of an individual.

Circumcision

Boys and circumcision in Kiribati

At the time that they reach the age of about six years old young boys in Kiribati are circumcised: this is a very significant rite of passage. Circumcision is done either by the nurses at the hospital or by a 'Koro-bero' at the village. Circumcision is a sign that young boys are no longer babies and they are starting to grow into young men. It is one of the rites of passage for young boys in Kiribati.

It takes about a week for the circumcision wound to heal. During this time boys will stay at home and follow the custom practices which have developed to help the wound heal quickly and without scarring.

Circumcision and hygiene

In Kiribati we encourage certain diets and foods to promote healing, especially fruits. Boys are told to drink lots of water. Our experience shows that eating well and drinking lots of water will help with recovery.

The boys are specifically told to find a place far from anywhere used as a toilet or for putting rubbish so the water is clean and they are told to rinse themselves carefully. We should always look for clean places to swim and wash and people should respect these areas and not use them for toilets. This Kiribati custom practice is in line with good hygiene practice.

What is male circumcision?

Male circumcision is the removal of the foreskin from the human penis. In the most common procedure, the foreskin is opened, adhesions are removed, and the foreskin is separated from the glans. After that, a circumcision device may be placed and then the foreskin is cut off.



Experience and reflection

Boys rite of passage

Discuss circumcision as a rite of passage with your students. Ask the class to share their thoughts on what is different before and after the rite of passage.

What sort of changes in their hygiene behaviour can they notice?

Explain that rites of passage come with new expectations, both by the person going through the rite of passage and the people observing the person as they experience the rite of passage.

By reflecting on the changes linked to circumcision we can understand better what the rite of passage means and how a rite of passage triggers behaviour change.

Menstruation and culture

Kiribati has a unique culture to celebrate girls' first menstruation. It is called a 'Katekateka'. The girl spends the first days of menstruation with one female elder who teaches the young girl menstrual hygiene practices and values that girls are expected to perform, conform to, and maintain. More importantly girls go through this 'Katekateka' as a preparation for them when they get older, get married and ready to bear and look after and feed her family .

Why does menstrual hygiene matter in schools?

Menstrual Hygiene Matters (MHM) in school includes the facilities, products, education, training, and support necessary for how menstruation is viewed and experienced.



Refer to MHM factsheet and MHM guide.



Watch the video clips for a menstruation rite of passage ceremony and a step-by-step guide of how to make a comfortable sanitary pad.

Why menstrual hygiene matters

Menstruation is a significant rite of passage for young girls. Menstruation marks the physical transition from being a young girl to being young woman. Girls begin to menstruate anywhere between the ages of nine and 14. An average menstruation period lasts between 3 to 5 days, but anywhere from 2 to 7 days is considered normal.

To manage menstruation hygienically and with dignity, it is essential that women and girls have access to water and sanitation. They need somewhere private to change sanitary cloths or pads; clean water and soap for washing their hands, bodies and reusable cloths; and facilities for safely disposing of used materials or a clean place to dry them if reusable. There is also a need for both men and women to have a greater awareness of good menstrual hygiene practices.

First menstrual girls are lucky in Kiribati that the culture of a 'Katekateka' the ritual and celebration of having first menstruation is a significant event within families.

Impact on education

Around the world menstruation is the biggest contributing factors to girls' absenteeism and poor academic performance. In different places girls who are menstruating may not attend school because there are no right facilities and because it can be embarrassing for them. In Kiribati we are exceptionally lucky that menstruation is understood and a part of our cultural life as Ikiribati.

Impact on sustainability of water and sanitation services and behaviour change

Neglecting menstrual hygiene in water, sanitation and hygiene programmes could also have a negative effect on their sustainability. Failing to provide disposal facilities for used sanitary pads or cloths can result in a significant solid waste issue, with latrines becoming blocked and pits filling quickly.

Failure to provide appropriate menstrual hygiene facilities at home or school could also prevent WASH services being used by the intended users all of the time.



Experience and reflection

Activities for girls:

Hold a separate session to discuss the following:

- Menstruation: the facts
- The importance of menstruation hygiene
- What are the barriers to girls practising menstruation hygiene in schools?
- What are the key changes that need to take place in the school to support girls' sanitation practices around menstruation?

Research work:

Tell girls and boys to work in groups to do the following:

- What would you do if you have a first menstruation?
- How would you help your sister if she has passed the menstruation rite of passage?
- Interview mothers or older sisters at home for advice on good menstrual habits and behaviour.
- Carry out a survey by asking 10-15 girls on how would they feel if they have a period, what happens, do they miss school and why?

Groups will work on this as a research, compile their findings and present it to the class or whole

Reflect on the presentation findings.

Glossary

A	Acute diarrhoea	Te bekanako ae ti uabong manna, e kona n toki irouna
B	Banning	katokia
	Bite	tenaia
	Bleeding	bwaro te rara
	Boundary	te tia
	Brackish	tarika
	Breathing	ikeike
	Breast	te mamma
	Bury	taunna
C	Celebration	te baka n amwarake
	Chronic diarrhoea	te bekanako ae reitinako nakon uoua te wiiki ao e riai n waekoa n uotaki nakon te onnaoraki ibukin te karin ran
	Chest	bwabwam
	Circulation	kabutana
	Circumcised	koro beroaki
	Circumcision	te koro bero
	Common	i bukin te botannaomata,
	Concentration	bane nanou n ongoraea ke ni karoia
	Consider	rinanona, iangoia
	Contaminated	e on te mannaoraki, e baareka
	Cover	rabunna
D	Dangerous	e kangaanga, kakamaku,
	Dehydrated	akea ran rabwatana
	Dehydration	e bwatakataka, akea ranna
	Desalinated water	te ran ae e mano ae e karoaki man taari, ranin te mwanibwa ae e tarika,
	Diarrhoea	te bekanako
	Digest	kamantia, e kamantaki te amwarake i biritora
	Digestion	kamantakin te amwarake i birotora
	Dirt	te bareka
	Diseases	akean aoraki
	Disposal	aron kaitiakan ke kanakoan te maange
E	e-coli	te mannaoraki ae e mena n te nakotaari
	Effective	nako raoi karoana/arona
	Encourage	kaungaa
	Enforce	kamatoaa
	Exposed	katikua ni kaotaraa, katangainaa
F	Faecal oral cycle	aron butin te mannaoraki n te nakotaari
	Faeces	te nakotaari/te butae
	Fetched	karekea, itiia
	Flush	katinakoa n te kainnakotaari
G	Germs	akean nako maninnaoraki

H	Harmful	kakamaaku, kaaoraki
	Healing	mao, ke e toki aorakina
	Health	te mauri
	Healthy	marurung
	High blood pressure	te rietata n rara
	Human	te aomata
	Human waste	nakotaarin te aomata
	Hygienic	maiukina te aaitiin,
	Hygiene	te aaitiin
I	Immediately	ngkai naba
	Incidence	te bwai ae e ririki,
	Indication	te kanikina ke kaotakina
	Infected	rootaki
	Infectious	eweewe
	Invisible	aki nooraki
J	Joints	taian tomwa n riira
L	Lessons	taian reirei
	Lubricate	oiranna ni kamaraua
	Linger	tiku ni kabane tai
M	Mess	takanana
	Menstruation	te aoraki n aine, te teiao
	Menopause	te tai are ko a mwakoro iai ke e a toki aorakinnainem
	Menses	am tai are ko aoraki n aine iai
	Microscope	te mitiin ni kataratara are e kabuburai bwaai aika ti aki kona n nooria ni matara
	Mumble	taetae bon irouna ae a aki oota nake irarikina
O	Open defecation	ko nakotaari i aon te bike ke n te buakonikai ao ko aki tauna mwiim
	Organisms	taian man aika a uarereke/ maan aika a
	Outbreak	butinako
P	Painful	e kamaraki
	Peace	te raoi
	Pee	mim
	Poo	nakotaari
	Potable water	te ran ae e mano ao e tauraoi n nimaki
	Pour	kabwaroa
	Powerful	rangi ni kakai ke mwaaka
	Prevention	totokoana
	Procedure	aron karaoana
	Prosperity	te tabomoa

Protect	totokoia, kawakinna
Puberty	te roro are l aon te tei ke te roro are a kaoti kaninkina bwa ko a eweka te mwaneka n ikawai are i aona bwa e a burae am baim, ao a bati riki
Pubic area	taabo n rabwatara ake a burae n aron aan baim, mwaaim
R Rainwater harvesting	kawaewaea te karau ibukin te mooi/ kanoa karau
Recovery	marurung man aorakina
Reduce	kakerikaaka
Remove	kanakoa
Respectful	rangi ni karinerine
Responsible	onimakinaki
Risk	te kanganga
Rite of passage	taian mwaneka i nanon maeura ma n arom n ataei nakon te aoraki n aine, ke
Rolling boil	buroburo
S Safe	mano
Sanitary napkins	te moti ibukin te aoraki n aine
Sanitation	aron tararuaan ma kaitiakan te nakotaari
Segregated	kaokoroaki- aine irouia ao mwaane irouia
Shameful	kamaama, kabwainrang
Split	bwenaua
Spread	kabutinakoa, butinako
Sugar diabetes	te aoraki ae te tioka
T Tear	raeuaki,
Toilet manners	Aroaro ibukin kaboongan te kainnakotaari
Toxins	te boitin
Transmitted	e butinako, ewe
Trimmed	koreaki ni kauareerekeaki
Trigger	make you/cause/ ae e kaungako bwa
V Vaccine	te iti
virus	te mannaoraki ae e ti kona n kaabung i nanon te aomata, te man ke te aroka
voice	bwanam
W warm	aabue
waste	te nakotaari
Waterborne diseases	aoraki aika a reke man te ran
Wound	te ikoaki/te maneka

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