



Facilitation Guide for Teachers

Creating a Culture of Cleanliness

Knowledge and Implementation partner

CEE

Centre for Environment Education



Facilitation Guide for Teachers

Creating a Culture of Cleanliness

Knowledge and Implementation partner

CEE

Centre for Environment Education

Introduction

This facilitation guide is a tool for teachers involved in the Swachhagraha project. It provides tools, activities and methodologies to achieve the goal of becoming Swachhagrahi, and engaging the larger society in changing their behavior towards creating a culture of cleanliness. It also includes fact sheets and information that will deepen understanding of the issue and context for the user.

The module is designed keeping in mind the way Swachhagraha project will unfold in the school and beyond. It therefore has activities that can be done in the school, in the community and at home.

The module contains information and facts about various topics and a set of activities which the Swachhagraha Dal shall conduct with guidance from the Swachhagrahi Prerak. Most of these activities are 'step outside the classroom' activities which aim to go beyond the formal textbook pedagogy approach and engage students more practically and creatively. The idea is also to connect to the community beyond the school boundaries.

While the structure for the activities has been laid down, the module doesn't aim to be prescriptive in its approach and teachers have full flexibility to design and conduct the activities using their own ideas and innovations.



Message

Our Hon'ble Prime Minister, Shri Narendra Modi has committed for a cause of cleanliness and initiated "Clean India Movement", focusing on our personal commitment for a public/societal hygiene.

Aligning with his views and taking a step forward, we, as Adani Act, have initiated "Swachhagraha", a movement to fight against the litterbug amongst us. Swachhagraha is a concept derived from the word Satyagraha with the same fervour of unifying the whole country and making the Clean India movement a War Cry for all of us. The whole movement has been designed to make cleanliness a culture to be transpired to all, by the future generation of our country.

As our Hon'ble PM says, patriotism does not have to confine to fighting for a country with guns and rifles but, it is to fight against the evil that is eating away our country.

Let us unify to fight against this evil called dirt and change the face of India.

Mrs. Shilin R. Adani,
Trustee, Adani Foundation

Swachhagraha embodies the message of Gandhiji: Be the Change you want to see in this world. The culture of cleanliness needs to be internalized first and only then can we inspire others to change.

Our school years are when our habits are formed. Habits that stay with us for the rest of our lives. It is critical therefore that students learn about cleanliness and the need for cleanliness insistence and action at an early age. It is important for themselves but also because students are increasingly influencing decisions that their parents take in their homes.

Through this programme which we hope will become a movement, we see students taking leadership in creating a culture of cleanliness in schools, at homes and in the community. The action needs to be visible, measurable and accountable to grow into a movement that makes cleanliness an essential part of our lives.

Kartikeya V. Sarabhai
Director, Centre for Environment Education

Contents

Introduction

Message

Introduction to Swachhagraha.....	1
Swachhagraha School.....	2
Swachhagraha Prerak.....	2
Learning in Swachhagraha	3
Who is a Swachhagrahi?	4
How to use the Module?.....	4
The Swachhagraha Dal	4
Coordinating of Dal Activity	4

Activities

Code of Conduct	6
Role Play - Organising a Meeting	7
Designing a Swachhagraha Wall	9
Attributes of a Swachhagrahi	10
Know the Belief.....	13
Persuasion - Let us Influence our Friends	16

Planning Action Projects	18
Theme - Managing the Garbage	21
Theme - Sanitation and Hygiene	28

Introduction to Swachhagraha

'Swachhagraha' draws inspiration from one of the largest movements - Satyagraha which catalysed action, by winning over people's hearts through tremendous patience and perseverance, instilling in the Indian mind, dignity and self respect. The project aims to engage people and bring about change similar in scale to India's freedom movement where people get involved to take action for 'Creating a Culture of Cleanliness'.

Swachhagraha is about promoting civic consciousness amongst citizens through youth leaders.

Vision

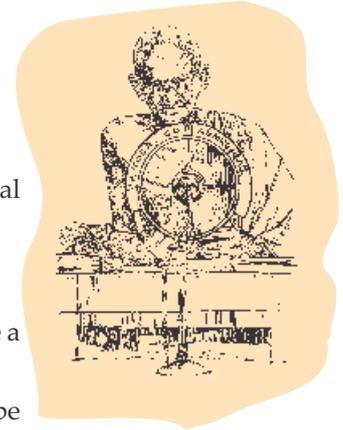
Swachhagraha is a movement to create a culture of cleanliness

Mission

Imbibe the value of cleanliness to catalyse action to demonstrate behavioural change

Objectives

- Encourage individuals to inculcate the habit of cleanliness and create a sense of ownership for public spaces.
- Empower an active group of teachers who motivate students to be 'Swachhagrahi'.
- Create and provide educational materials to strengthen the culture of cleanliness in school and take it beyond the boundaries of school and homes.
- Identify motivated youth as 'Swachhagrahi', who will be encouraged to act and inspire others.



Mahatma Gandhi as source of inspiration

Swachhagraha not only draws inspiration from Satyagraha to create people's movement for cleanliness but solidly based upon teachings and thoughts of Mahatma Gandhi on cleanliness and sanitation.

Mahatma Gandhi said "Sanitation is more important than independence". Cleanliness and sanitation was an integral part of the Gandhian way of living. His dream was total sanitation for all.

Gandhiji dwelt on cleanliness and good habits and pointed out its close relationship to good health. He talked about the effect of unhygienic habits of people in public spaces and their effect on others in this quote, "No one should spit or clean his nose on the streets. In some cases the sputum is so harmful that the germs infect others. In some countries spitting on the road is a criminal offence. Those who spit after chewing betel leaves and tobacco have no consideration for the feelings of others. Spittle, mucus from the nose, etc, should also be covered with earth". (Navajivan, 2 November, 1919).

He also emphasized the role of municipality in demonstrating and educating citizens on sanitation. He said that, "Every municipality should constitute itself as a model school for teaching the science of sanitation. Of city sanitation we have not yet much knowledge. We do not mind what happens to our neighbours, so long as our own houses are in fair order." (Young India dated 3 February 1927)

Everyone must be his own scavenger. - M. K. Gandhi

What is a Swachhagraha School?

School time, being the formative years, is the best time to initiate this change in the thought process of individuals and form habits.

Swachhagraha school is not just visually clean but has systems in place with involvement of all stakeholders to minimize creation of garbage and dirty surroundings. The responsibility of 'Culture of Cleanliness' is a shared responsibility, not just a job of the sanitation worker.

A Swachhagraha school engages stakeholders in the context of the institution through action projects by students that provide experiential learning. This lays the foundation for sustained effort by extending the boundary of education from information to experience.

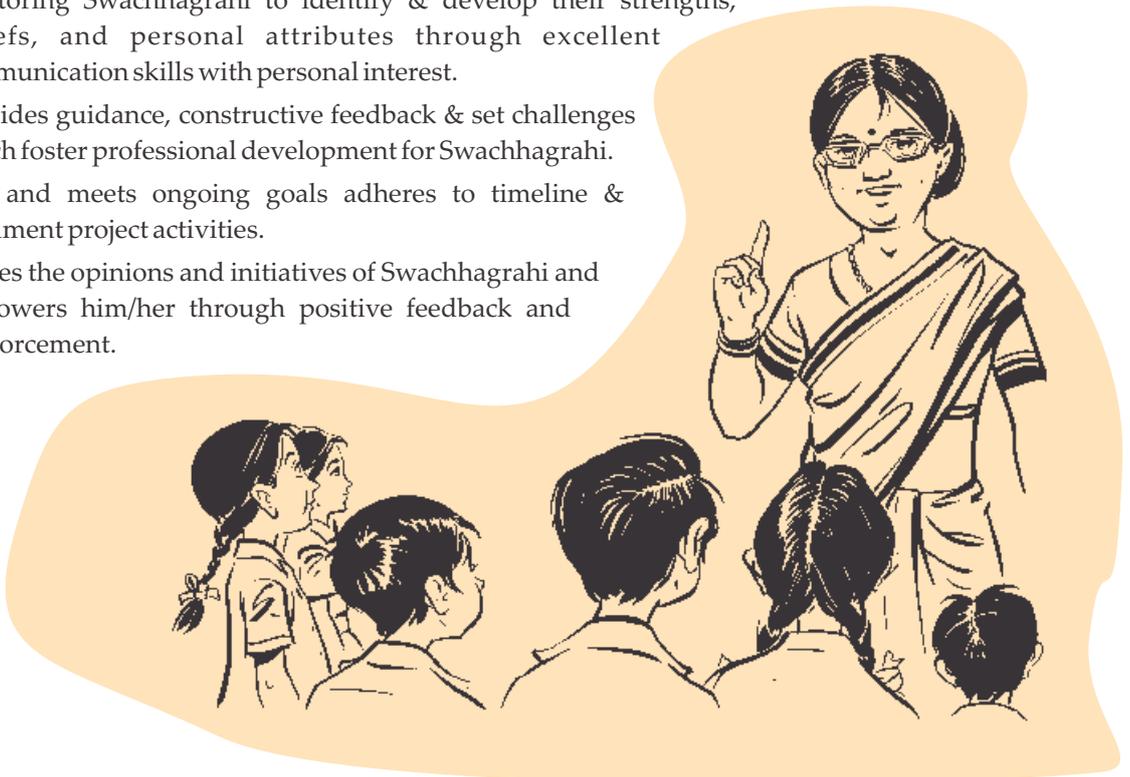
Who is a Swachhagraha Prerak?

The school teacher-in-charge as a Swachhagraha Prerak is a key mentor and motivator of the programme who supports and guides students in developing the qualities that will make them a Swachhagrahi. The Prerak shall engage the Swachhagrahi in action, and promote development of knowledge, skills and values through curricular and co-curricular opportunities. She/He is a role model who demonstrates her/his commitment towards adopting a sustainable life-style and values, attitudes and behaviour that reflect this.

The Prerak shall lead the whole school—all students, teaching and non teaching staff, and parents in transforming the school into a Swachhagraha campus.

Attributes of Swachhagraha Prerak

1. Willingness to share skills, knowledge, and expertise with Swachhagrahi.
2. Demonstrates a positive attitude and come up as role model through personal example.
3. Mentoring Swachhagrahi to identify & develop their strengths, beliefs, and personal attributes through excellent communication skills with personal interest.
4. Provides guidance, constructive feedback & set challenges which foster professional development for Swachhagrahi.
5. Sets and meets ongoing goals adheres to timeline & document project activities.
6. Values the opinions and initiatives of Swachhagrahi and empowers him/her through positive feedback and reinforcement.



Learning in Swachhagraha

1. Applying concepts learnt in school to the real environment

All students are able to make linkages of the topics they studied in school to the projects they will work on where they will apply their knowledge and build upon and test out assumptions and encourage independent thought, values and vital life skills to interact in a positive manner with their environment. The National Curriculum Framework's Habitat and Learning emphasizes the benefits of such approaches for students' holistic learning (NCF, 2005)

2. Intent to act and belief in one's action to make a difference

Students to devise their action plans so as to bring about change with an understanding that their actions in a local context could contribute to a change globally. This is indicative of an internal locus of control and to self efficacy documented in several studies relating to responsible environmental behaviours (Hines, et al. 1986). Dal members would motivate their friends, school management, family to join their action.

3. Problem solving

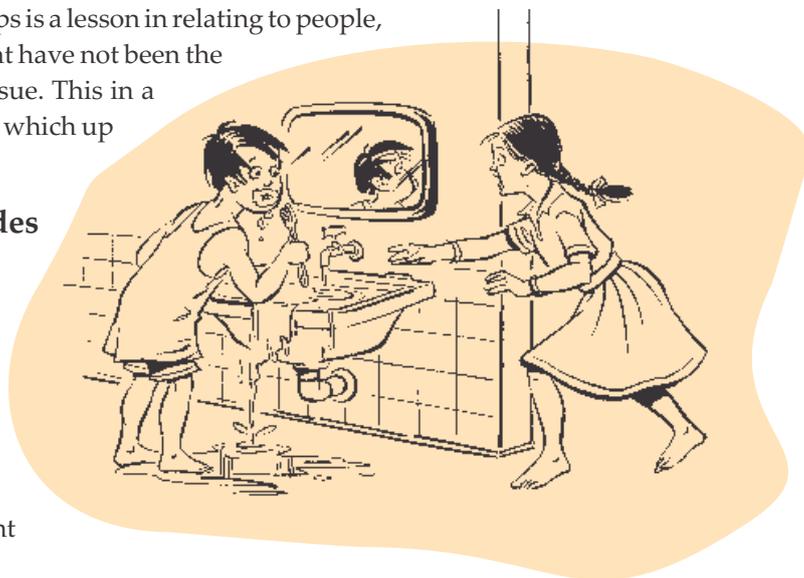
Problem solving requires the students to use critical thinking skills in analysing the problem and coming up with solutions that are relevant to the context in which the problem has occurred.

4. Communicating with diverse audiences

Identifying and working with target groups is a lesson in relating to people, understanding their opinions which might have not been the same as their own point of view on an issue. This in a way help them ground their action 'plans' which up until then were on paper.

5. Encountering different attitudes and perspectives

While conducting surveys and activities with parents and neighbours, one will come across different opinions which may be positive or negative. One may face disillusionment about the understanding of environment adults have. One may meet with encouragement on the project being done.



6. Documenting traditional knowledge

Sometimes technical and advanced solutions may not be fit for traditional problems. Its is imperative to go to the depth of challenge – read books, talk to grandparents, survey people living in the same area for years as they have some easy and logical solutions.

7. Spheres of influence

The radius of the influence of one's action project ranges from self to the local governance bodies to whom one may take their issues to for analysis and probable solutions making them take notice and in some cases even take onus to solve these problems of the community.

Who is a Swachhagrahi?

Swachhagrahi is a student who has the knowledge, awareness, commitment, and potential to meet the challenges of 'Swachhata' to create a culture of cleanliness. In this endeavour, a Swachhagrahi shall create a sense of responsibility amongst people in his/her sphere of influence through patience and compassion.

A Swachhagrahi demonstrates environmental leadership qualities through positive change in behavior and action at individual, school, family and community levels. Thus every Swachhagrahi becomes a change agent for a Swachh Bharat.

How to Use the Module?

The module supports the educational process required for the transformative experience to develop a 'Culture of Cleanliness'. Swachhagraha uses project based learning as a means to engage with students, families and communities. Swachhagraha encourages self motivation and behavior change that is driven from inside oneself. It lays emphasis on peer learning and sharing experiences to move towards a common goal.

The school is at the epicenter of Swachhagraha movement where Swachhagrahi can begin and later spread work & impact to community outside school. To initiate the change the project envisages forming a core group of students who would lead the action, share and facilitate action in school and the community.

The Swachhagraha Dal

Swachhagraha puts children at the forefront to create a culture of cleanliness. The programme envisages that the children are given core responsibility of facilitating the change and in the process transform themselves with the essential skills of a Swachhagrahi.

Swachhagraha Dal is a voluntary group of students, who organize themselves to learn more about this issue, and take action to improve their immediate environment. It creates opportunity to teacher as facilitator to help students to establish linkage between curricula and real world. The Dal can thus become medium to go beyond formal educational system and catalyst for development of higher order skills in students.

Coordination of Dal activity

The Swachhagraha dal activities will meet the objectives of Swachhagraha. A dedicated time slot would be required for guiding the member to work in group or as individual. The activity book for children would help them take up the tasks in this journey for creating a culture of cleanliness.

Selection procedure & strength of Dal: The selection of the members should be based on interest and willingness to participate in the activities. Different ways may be used to gauge their interest: those who respond to the notice about the setting up of the dal may be the interested ones. If the number is large, the teacher might have to come up with alternative process where selection process ensure criteria mentioned above. need to use some method of selection. Preferably, this should not be a competitive process, nor should it only judge information levels. The task should be such that it will show the student's interest and commitment. They may be asked to do a survey of issues in the school and to find out what different stakeholders perceive as the major barriers to Swachhata. Where possible, all those expressing interest should be encouraged to become members.

The Swachhagraha Dal may have 15-20 students. This number is optimum number in terms of creating impact and facilitation of group. Membership of the dal should ideally be from different classes, which encourage development of interclass team spirit and open up possibilities for new dynamics with different abilities & thinking process of diverse participants. However, care needs to be taken to ensure that older children do not dominate the activities.

Structuring the Dal functioning: The first meeting of the Swachhagraha Dal should delegate roles and responsibilities amongst the members. The teacher should facilitate the process and avoid taking decisions on behalf of the Dal members.

Some suggestions of possible roles that Dal members can take are given below:

President: he/she calls the meetings; liaises with the teachers, school administration, etc., on behalf of the dal; takes a leadership role in organising events and in planning and managing projects.

Secretary: keeps the minutes of the meeting; sends copies of the minutes to concern persons including principal, parents, etc.; maintains the record of attendance of the members; prepares the report of the activities at the end of every school term and one at the end of the year.

Treasurer: he/she collects and manages all the money of the Dal; keeps accounts of the funds received, spent, etc.

Materials manager: Is in charge of the safe keeping of all the equipment, materials, books, videos, charts, etc., of the Dal.

Project Leaders: Lead the project implementation to address specific issues with group of students.

Communication manager: Collates all the information of the activities and facilitate sharing of the same through SwachhagrahaWall, School Website, Social media, Circular to parents, exhibition etc.

These office bearers could be elected by the members. In order to give more children a chance to take responsibility, office bearers could hold office for a period of three months, or one semester.

Students who are members of the Dal will gain a special identity. The members could have a badge/belt/arm band, etc., which they could wear to school.

Initial activities for the Swachhagraha Dal will include to understand its role, agenda and activity plan for the year.

This is a training of students on how to work as a organised team. The Dal members should not be just 'observers' of the change envisaged but students who catalyse the change through their 'Act'.



Objective: Develop a code of conduct charter for 'Swachhagraha'

Approach: Group Work and discussion

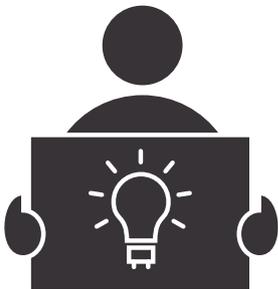
Materials required: Chart paper, writing material, notice board

Process:

1. Discuss what a charter is with students.
2. Brainstorm on what would a charter be for Swachhagraha
3. Divide the members in 3 groups and ask them to develop a charter for "Swachhagraha".
4. Ask the group to present their charters.
5. Constitute a drafting committee that prepares a draft and presents to the school management – Principal, Support Staff, Teachers, Trustees, and Administration etc. to get an approval.

Outcome:

1. Development of intent for Swachhagraha amongst members.
2. Charter that communicates the 'purpose' to stakeholders and commitment.
3. Facilitate planning of 'action' for Swachhagraha'.
4. A written code of conduct agreed by all stakeholders.



Parents may, naturally, have strong feelings about what their children should be doing with their time in school and outside it. It is therefore important for the success of Dal activities that they are informed about the programme, activities students to be perform and opportunities should be created for Parents to get involved. Parents may be given different roles in the programme as judges for certain events; some could be called in as resource persons; a few parents may also accompany the group for field trips, camps, etc. They must, of course, be invited for any Dal functions and events.

Parents may, naturally, have strong feelings about what their children should be doing with their time in school and outside it. It is therefore important for the success of Dal activities that they are informed about the programme, activities students to be perform and opportunities should be created for Parents to get involved. Parents may be given different roles in the programme as judges for certain events; some could be called in as resource persons; a few parents may also accompany the group for field trips, camps, etc. They must, of course, be invited for any Dal functions and events.

Organizing a good meeting!

1. There must be a reason to meet.

This expresses itself in the form of an Agenda which should be created and distributed well advance before meeting.

2. There needs to be a record of the meeting's proceedings - Minutes

Minutes helps one to keep record of meeting, about who said what, and what was agreed, or not agreed, on a particular matter. Minutes of meeting in essence ensure continuity & authenticity.

3. And a follow-up plan

For a meeting to be effective and successful, follow up Actions are required. Without internal, or explicit follow up Actions, the meeting will be simply people talking, and not going anywhere.

Role Play – Organizing a meeting to discuss an issue in the school!

Activity 2

Objective: To understand roles and limitation of each person in a school system

Teaching Method: Role play

Skills promoted: Communication, Empathy, Team work, Leadership, Emotional control

Teaching Aids: Chart paper, pens

Group size: Swachhagraha Dal members

Duration: 60 minutes for the activity

Introduction:

Role play is 'make-believe' with rules. To help Swachhagrahi identify various stakeholders in a school setting, understand their duties and limitations, keeping in mind the importance of a particular issue discussed or a demand which needs to be fulfilled. When the role play starts it is important that the group remain in character and remain focused until it is time to stop.

A Scenario sample with the roles is provided as an example for the Swachhagraha Prerak. It is upto the Prerak to use this or create your own scenario with roles, relevant to your school context.

Scenario Sample:

Throwing garbage is an environmental crime, but it is a common occurrence in India. People like to live in clean and tidy homes, but outside of their boundaries, they do not care. Even though 94 percent of people see garbage as a serious environmental issue, this does not translate into behaviours. Schools too experience a big problem of littering. . The Principal is not happy with this issue. He is seriously concerned about this problem and she/he call up a meeting for addressing the issue.



Roles and description:

Support staff: Is tired of cleaning the garbage thrown by students. They feel that, enough dustbins are there in every corner of the school, but still children are not ready to use it. Parents can also teach them not to litter anywhere. They feel that the administration is not supportive and they are not taking any action to address this. They are also annoyed because the children are not using toilets properly and they have to frequently clean up the mess.

Administration: Feels that the school is providing all the materials for cleaning the classrooms. The staff is not sufficient and there is a need to hire more people.

Principal: Feels that education is the best way to address the issue. All the staff have a role in addressing the problem. Does not want to recruit more support staff. Believes that responsibility should be given to students for addressing the issue. Feels that the teachers are not strict about student behaviour to stop the problem and there should be strict punishments for children who do not demonstrate the right behaviour. They feel that teacher should teach and make them understand the situation.

Teachers: Feel that they are not getting sufficient time to cover the syllabus and teaching cleanliness is a difficult thing. Parents/families have a primary responsibility to make their children aware about hygiene and sanitation issues and not to throw garbage anywhere. And it is difficult to monitor students' activities frequently. This will create a burden for them. Feel that support staff are not working properly.

Parents: Feel that they are sending their children to school for studies, not for being made to clean school premises. This is a larger societal issue. These cleanliness activities will create health risks to children. They feel school should hire more staff as they are paying fees.

Student council: Feels that the school should involve the students' council while making decisions. They have suggestions for the school like functioning of students' clubs such as a Swachhagraha Dal can involve children in environment related issues and make them think about solutions. A cleanliness campaign is needed for keeping their surroundings clean. And at the end of the year, awards can be given for the "Best Swachhagrahi"

Recapitulation and Discussion:

Ask some questions like to discuss and reflect on the experience:

1. What did you learn?
2. Do you think cleanliness is everybody's responsibility rather than only safai worker's responsibility? Why?
3. Why it is important to have everybody involved in the project activities?

Outcomes:

The Swachhagrahi will understand the role each stakeholder plays in a school setting and how each one performs her/his responsibility

Objectives:

- *Inform all stakeholders of the school about the Swachhagraha programme*
- *Serve as space to communicate the plan, progress and key outcomes of the project at school level.*
- *Motivate Swachhagrahis to focus on key issues.*
- *Trigger discussion amongst Swachhagrahis, teachers and parents on the issue of 'Culture of Cleanliness'*

Teaching Method: *Class discussion*

Skills promoted: *Communication, Creative thinking and writing, Art & Craft, Team work*

Teaching Aids: *Newspaper, magazine, photographs*

Group size: *Swachhagraha Dal members*

Duration: *30 minutes for the activity*

Introduction:

Swachhagraha Wall or bulletin board or a dedicated space/corner is being seen as primary means of outreach within school and to inform parents. Use of bulletin board is a widespread practice in schools as they help establish a positive environment in school, act as an incentive for Swachhagrahi to do their best work, and add interest for parents and visitors. They are wonderful because of the way they engage or involve Swachhagrahi.

Activity Steps for the Swachhagraha Prerak:

As a first activity in the school, the wall is the first communication 'media' to set the tone for expected outcomes of Swachhagraha project. It builds on the saying "A picture paints a thousand words" and creates the joy of being part of a noble idea. We need to be aware of the fact that children like to get involved – create possibilities of the wall being of the children, for the children and by the children. The more public displays we have of Swachhagrahi work, the more ownership the Swachhagrahi take, the better work we get from them. The wall might get little attention, but it is an opportunity to trigger a thinking process and a change of attitude and action.

The wall is expression of ideas and inspiration for all stakeholders. Some of the ideas that the wall can take up in the beginning and evolve with creativity of the Swachhagrahi are:

1. Communicate the attributes of a Swachhagrahi!
2. Share information available on the issue for the city, locality. We need to remember that audience react best when the information, data, photos etc. on the wall are locale specific, something they can relate to, and something they see around them. Use creativity to use information available from newspaper articles, internet, pictures of before and after scenarios, interviews, mind maps etc.
3. Share outcomes from the various surveys that the Swachhagraha Dal conducts in the school; use the wall as a way to monitor/ highlight positive behaviour for eg. A chart with colour coding to indicate the status of improvement in littering or hand washing.

Recapitulation and Discussion:

The wall will talk to the visitors coming to the school. Add interactive elements on the wall– this way it is possible to go from information to some level of attitude formation and action. The mirror in the poster is an example of interactive element. Share the 'Swachhagraha Stars' of the school – motivate the actors who are role model and can inspire others. Keep adding to the wall to ensure continuing interest. ·

Evaluation:

Rate the status of practices in the school to communicate the things for which the school should be proud of and areas that needs attention and action.

- Green – Appreciate practices and behaviour that are demonstrated regularly.
 - Yellow – Practices and behaviours being demonstrated to some extent but are not widespread.
 - Red – Practices and behaviours that do not demonstrate a 'Culture of Cleanliness'.
4. Add interactive elements on the wall– this way it is possible to go from information to some level of attitude formation and action. The mirror in the poster is an example of interactive element.
 5. Share the 'Swachhagraha Stars' of the school – motivate the actors who are role models and can inspire others.

Attributes of a Swachhagrahi

Activity 4

Objective: To identify and understand the attributes of a Swachhagrahi

Teaching Method: Group work and Discussion

Skills promoted: Creative documentation, reflection, goal setting

Teaching Aids: Swachhagraha poster, magazine, photos, sketch pens, etc.

Group size: 15 Swachhagraha Dal members

Duration: 30 minutes for the activity, every week

Introduction:

Attribute can be defined as a quality or feature regarded as a characteristic or inherent part of someone or something. A Swachhagrahi is the most important character in the project and it is important to understand his/her attributes.

Activity Steps for the Swachhagraha Prerak:

- Start a discussion with the Swachhagrahi on who do they think is a Swachhagrahi? What are the qualities that a Swachhagrahi must have?
- Place the Swachhagraha poster at the centre of the bulletin board. Get the students to start placing the attributes by writing on papers and sticking those around the poster.
- Encourage them to be as creative as possible.

Recapitulation and Discussion:

Discuss the responsibility she/he has being a part of this project as a Swachhagrahi. All the attributes required in the Swachhagrahi will be covered in the activity. Be creative and add more. There is an infographic to help you get started.

Outcomes:

The Dal members begin to understand attributes required of a Swachhagrahi
Swachhagrahi develop a common understanding of the expected outcomes in form of values, knowledge, attitude and behaviour after the end of project

Attributes that the Prerak should look for:

Values

Uniting for a cause

The Swachhagrahi will come together to form Swachhagraha Dal for the ultimate cause of 'Creating a Culture of Cleanliness'. The Dal will also unite with rest of the classmates, school staff, neighbours and community to take the message forward.

Empathy

The Swachhagrahi will behave in ways that will benefit others and will choose the approach that best fits each situation: appropriate planning, appropriate timing, appropriate problem-solving, dealing with commitments appropriately, etc.

Systemic thinking

The Swachhagrahi will go through the process of understanding and analyzing a situation for better decision making. The Swachhagrahi will explore the challenges around him/her, analyze the systems (eg: littering around the campus – no dustbins) and give solutions to improve the conditions.

Ability to influence, leadership

Swachhagrahi will have a positive impact on peers and neighbours by demonstrating and sharing their project in such a way that neighbours will join the movement.

Conduct oneself without denigrating others

Swachhagrahi will also respect the integrity of a peer, neighbours, cleaner or garbage picker and will not criticize any remark or criticism made by the.

Attitude

No violence/No aggressiveness

Swachhagrahi will be assertive but not aggressively

Firm, Polite, Caring

Swachhagrahi will be firm in his words yet polite while delivering an action

Have Conviction and Sense of Purpose

Swachhagrahi will be convinced about the objectives of the programmes and will adhere to the outcomes in terms of the importance of behaviour change amongst the youth of this country.

Social conscience

Swachhagrahi will have the sense of responsibility for the challenges one faces and how to overcome them in city. For example: Littering, spitting on roads, urinating in public place, etc.

Behaviour

Proactive

The Swachhagrahi will be extremely proactive to educate or demonstrate wherever necessary, to someone who does not adhere to the culture of cleanliness. Example: Picking up garbage thrown by someone else, Keep the school area clean, etc.

Personal hygiene and practice

The Swachhagrahi will be conscious about his/her hygiene before telling others. He/she will practice it regularly. Example: Cutting nails, Bathing daily, Washing hands before eating, etc.

Responsible

- by demonstrating
- by education
- demonstrating and then educating

The role of Swachhagrahi is not only in the schools where is being watched but a habit which is engrained into him in such a way that he will not tolerate any wrong doings anywhere. He/she will make sure to demonstrate/educate wherever necessary. For example: A person is littering a public place. The Swachhagrahi will tell the person why he should practice a 'culture of cleanliness' and also demonstrate how it is to be done.

Responsive

The Swachhagrahi is empathetic to the people and provides support .

Knowledge

Knowledge of MLL of Swachhagrahi

Swachhagrahi will be aware about the concept of Swachhagraha and the outcomes expected from him at the end of the year. The Swachhagrahi is expected to have knowledge about basic waste management at household level and city how the municipality manages it, importance of personal hygiene and personal habit, importance of hand washing and keeping toilets clean, importance of keeping public spaces clean by not spitting and urinating.

Reflective / Ability to question

Swachhagrahi is able to critically analyse experiences and raises questions to initiate solutions to the problems.

Objective: To understand the beliefs around the theme of sanitation and garbage

Teaching Method: Questionnaire

Skills promoted: Questioning, Analytical and Critical thinking

Teaching Aids: Questionnaire, pen

Group size: All Swachhagraha Dal members

Duration: 30 minutes for the activity, every week

Introduction:

Beliefs can be barriers or enablers for a behavior. Any behavioural change education programme has to address the beliefs and the context in which these manifest. Without changing beliefs, it is not possible to change the intent to act. An intent is most accurate predictors of behavior.

Activity for the Swachhagraha Prerak:

Doing a survey in the school can be an important way of knowing the beliefs of the students regarding sanitation and garbage.

With the members of Swachhagraha Dal, design and conduct a survey of the students and community behavior. The Dal can lead the survey in the school and each student in class 6 to 8 can be asked to respond to the questions in the survey

The Survey Form can have the following questions.

1. What are the major problems in your school/city?
(See if cleanliness comes as a problem?)
2. What determines cleanliness?
3. Please list the factors on which cleanliness depends upon and rank your choices...
4. Would a campaign like Swachh Bharat Abhiyan have an impact? Why?
5. According to you, what practices that you do help in keeping your surrounding clean?
6. Why do you think our toilets are not clean?
7. Which habits of ours make our city dirty?
8. Do you wash hands? When? How often you do it with soap?
9. How can we change behaviour of people?
10. Have you ever tried to correct behaviour of people at home, in school/workplaces, public places?
What was the response?
11. What should the government do to clean our cities?
12. What should the citizens do to keep a city clean?
13. What are the reasons for increase in garbage?
14. Which of the following things you have done
 - a. Thrown garbage on the road
 - b. Spitted in public places
 - c. Thrown garbage out of car/bus/train windows
15. Do you think creating more awareness will improve cleanliness?
16. Which information with help in improving your habits?
17. Who is primary responsible for keeping our city clean? Why?

18. What is active citizenship?

19. Complete the sentences

- I believe a dustbin is _____
- I believe a clean place is _____
- I believe cleanliness is _____
- I believe a person throws garbage _____

Recapitulation and Discussion:

1. Compilation of beliefs for designing a communication campaign
2. Analyze the responses and discuss the issue and beliefs amongst the students.

Outcomes:

- Swachhagrahi will develop better understanding of the beliefs and intent of the students in the school regarding sanitation and garbage
- The improved understanding will help formulate action plan on these issues.
- Development of intent to address the issue.

Once the Survey is done, get the Dal members to analyse the findings to find out key determinants of Cleanliness in your school.

Activity for the Swachhagraha Prerak:

Analyse the survey and find out key determinants of Cleanliness in your school

1. Ask the Swachhata Dal members to analyse the data collected through the survey.
2. Discuss the findings and develop a 'Mind Map' to identify the determinants the "Culture of Cleanliness".
3. Share the "Mind Map" with the students and take inputs to add determinants.
4. Redesign the "Mind Map" and display on Swachhagraha Wall. To make it effective you may add the quantitative figures in brackets with the determinant or write in different font size to indicate their relative weight.



Determinants identified (1st level)



Ask the students to fill the following Work Sheet to identify their own improvement areas

Self Improvement Plan

Behavior not aligning with Swachhagrahi attributes	What causes the behaviour?	What behaviour you think you would have to change?	Who would approve of your changed behaviour?	Date by which you intend to change the behaviour

Persuasion – Let us influence our friends!

Activity 6

Objective: To help the students understand the importance of persuasion skills

Teaching Method: Group work and Discussion

Life skills promoted: Communication skills

Teaching Aids: Chart paper, writing material, notice board

Group size: 15 Swachhagraha Dal members

Duration: A week for the survey, 30 minutes for the activity

Introduction:

Persuasion is an important skill that a Swachhagrahi has to use to bring about change. Like any skill, ability to persuade develops with practice

Activity Steps for Swachhagraha Prerak:

Swachhagrahi will identify and have a dialogue with their classmates who have following behaviours:

1. She/He do not Wash hands before eating food. The belief is that there are no germs on hand.
2. She/He do not flush the urinals as they feel that it is dirty as many students have used it and therefore would not like to touch the flush lever.
3. She/He throws garbage out of the vehicle on road. She/he feels that it is government's duty to pick up waste.
4. She/He spits on the public wall/road. It does not seem to be a problem as everybody does that and one person not doing it would make much difference.

Ask students to persuade the other based on the reported behaviour and belief. The student with the behaviour has to give arguments/excuses to defend the behaviour.

Recapitulation and Discussion:

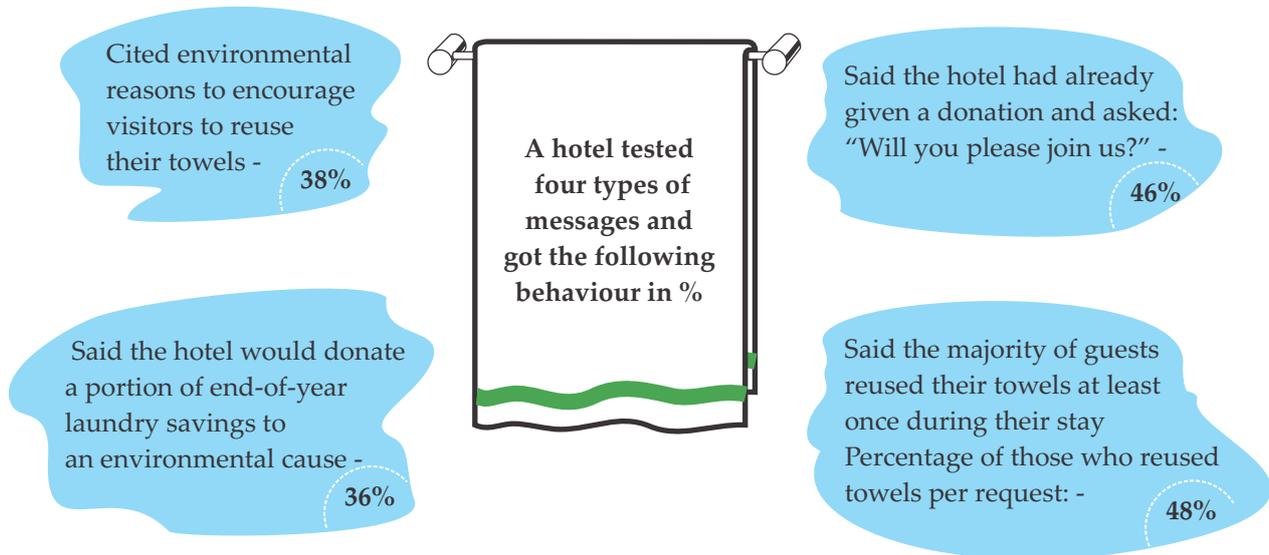
Observing this process on how a Swachhagrahi can be more persuasive, sharing some of the persuasive words like, Because (cause and effect), Please and now, Imagine, Please and Thank you, Using Name of the person and use a Control Word "We" to mean "We can do it".

Outcomes:

Swachhagrahi develop persuasion skills and confidence to convince others for positive behavior change. As a facilitator it would be useful to remember some important principles of persuasion (Fifth edition of 'Influence: Science and Practice')

Reciprocation: - Reciprocation recognizes that people feel indebted to those who do something for them or give them a gift. "The implication is you have to go first. Give something: give information, give free samples, give a positive experience to people and they will want to give you something in return."

Social Proof :- When people are uncertain about a course of action, they tend to look to those around them to guide their decisions and actions. They especially want to know what everyone else is doing – especially their peers. “Laugh tracks on comedy shows exist for this very reason!!”



3: Commitment and Consistency People do not like to back out of deals. We're more likely to do something after we've agreed to it verbally or in writing,

Getting people to publicly commit to something makes them more likely to follow through with an action. For example asking, "Will you please use dustbins if you have to dispose garbage" would always get people to say 'Yes'!

4: Liking: - "People prefer to say 'yes' to those they know or who give them compliments.

5: Authority:- People respect authority. They want to follow the lead of real experts. Business titles, impressive clothing, and even driving an expensive, high-performing automobile are proven factors in lending credibility to any individual. Giving the appearance of authority actually increases the likelihood that others will comply with requests – even if their authority is illegitimate.

6: Scarcity In fundamental economic theory, scarcity relates to supply and demand. Basically, the less there is of something, the more valuable it is. The more rare and uncommon a thing, the more people want it.

"The tendency to be more sensitive to possible losses than to possible gains is one of the best-supported findings in social science."

Therefore, it may be worthwhile to switch your Swachhagraha campaign message from benefits of the behaviour to emphasizing the potential for a wasted opportunity:

- "Don't miss this chance to contribute to a Clean India"

- "Here's what you'll miss out on..."

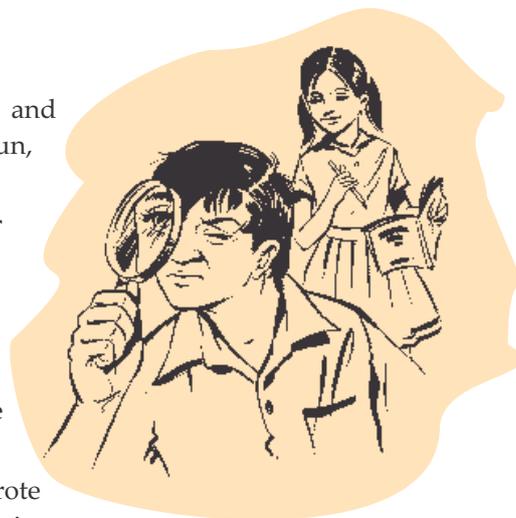
Planning Action Projects

Swachhagraha Dal will undertake an action project in order to apply or illustrate behaviour change education. This extends the boundary of education from information to experience, and also extends beyond classroom to the school campus, reaching and positively affecting practices, habits and intent.

For a Swachhagraha Prerak, action projects make teaching as well as learning and assessment more meaningful, relevant and holistic. An action project is much more than making models and charts and involves a series of activities planned to achieve a specified objective in a given time. These activities may not necessarily or formally be part of a curriculum, but they can help to show the linkages between different subjects and different aspects of a single topic.

What is the benefit of Action Projects?

- Students get first hand opportunities to learn in, from and through the immediate environment. Learning is fun, practical and participatory.
- Students are involved with real situations and people rather than only textbooks, getting a relevant educational experience. They build an understanding of place, change and relationships in real situations.
- Students have a chance to discover the connections with the curriculum and the interdisciplinary linkages and multiple dimensions of issues.
- Students build skills that are difficult to acquire from rote learning, such as listening, talking, discussing, analyzing, communicating, and problem solving. Most importantly they learn to plan and take corrective action.
- Involvement in Action Projects encourages development of life skills such as creative and critical thinking, problem solving, decision making, team work, negotiation and conflict resolution.
- Students with different abilities are able to contribute.
- Students are able to develop leadership skills and team work.
- Students develop self reliance and responsibility, and understand the importance of planning and systemic organization of work.
- Students can be role models for others. They can from their experience set examples for what could be accomplished. Their enthusiasm and experiences are passed on to others who may also be inspired to take on such endeavours.
- Students are able to show results/achievements which motivate and empower learners. The opportunity to take part in the process with tangible results provides them with a sense of control. They help the students to move from the feeling that 'I know but I can't help' to the feeling that 'I know, I understand, and I can do something'.
- Students get skills to extend the learning beyond the Swachhagraha campus and apply to the community and society.



How to Plan an Action Plan?

Planning:

To successfully carry out a project and achieve its objectives, it should be planned well. Planning includes

a series of steps which start with identifying a problem, defining the objectives, designing the process to achieve the expected outcomes. The planning process itself is a valuable educational experience for the Swachhagrahi. Involve the students in this process right from the beginning of the programme including the critical decision on what project to take up. This creates a sense of ownership and active involvement from the start.

Once the students have decided to take up a specific action project, it is important to consider the following aspects:

Objective:

The best is to begin with the question: “What is the problem?”, “What do we hope to achieve by taking up this project?” “Why the problem there?” This will help to define the objective of the project.

A clear objective will help to identify the required activities. This further helps to plan for time, space and resources required for it. Roles and responsibilities can be identified accordingly.

Time:

The second question should be “how much time do we have for this project?” For example, if the project is to be completed by the end of the year in March, the Swachhagrahi could plan a calendar of activities working backwards to the start of the academic year in June-July. So if the students have 20 weeks (and roughly 1-2 hours/week to achieve their objective) for example, they could plan the activities from week 1 to week 20.

Methods and Activities:

An action project calls for a combination of different strategies, approaches and methods to achieve the specific objectives of each step of the process. The suitable activities and methods need to be identified and planned systematically and sequentially. These should add up to achieving the planned outcome. For example, if the students hope to achieve a litter-free playground, the activities will include survey of litter, creating awareness, creating systems and incentives for waste management and making sure these are in place (dustbins, compost pit etc.).

Resources:

Students could list the resources (funds and expertise) required to carry out the project and begin to identify possible sources. For example, if a tree plantation project is planned, they should identify where to obtain saplings from e.g., forest department, private nursery, etc. If they require funds for carrying out the project, they could list possible sources e.g., contribution from Swachhagraha campus or Swachhagrahi, corporate sponsorship, etc.

Involving the Swachhagraha campus: The entire Swachhagraha campus should be aware about and well informed about the project activities. Students must also think of ways they could inform the rest of the school campus or community about the project, and encourage them to follow its progress.

This could be accomplished through announcements at the assembly, creating a notice board for the project (maybe the Swachhagraha wall can be used as well), updating it from time to time, organizing community meetings, etc.



Wide sharing of information about the project is important, especially if at some stage the project would require involvement of other members of the Swachhagraha campus or community. This also creates a climate of support for the project.

Implementing the project:

Once the project has been put into action, the action plan developed by the Swachhagrahi would help them to carry out the activities and at the same time to track that the project is proceeding as planned—in terms of objectives to be achieved, the planned activities and the time schedule.

Small group meetings with the student groups to periodically review and discuss the progress help to ensure that all steps of the project are followed in the proper sequence. Necessary modifications could be made after taking stock of the situation at each stage.

Documenting and recording the progress:

Students should keep a record, individually or in groups, of the progress of the project, including weekly activities, setbacks if any, and unexpected findings or experiences. They must also record their own reactions and feelings about the activities, e.g. if the groups disagreed on a point, if an activity did not have full cooperation of the group, etc.

If it is a project such as greening, they could record observations about the progress of plantation—for example, how many days after sowing did the first sprouts appear; how many centimetres of growth of a sapling in one month, etc.

Photo documentation is an important way to keep record.

Besides being able to show what the project has achieved, it is also important to maintain a record of the progress of the project, not only for the group involved, but also to serve as a guide for other groups taking up similar projects. This will also help to continue the project by building on the achievements.

Assessing the project:

As the project nears completion, it is important for the Swachhagrahi to assess the project. They could discuss how successfully, or otherwise, the project accomplished the objectives stated at the outset. They could also conduct surveys to determine how others in the Swachhagraha campus and community perceived and assessed the project.

Analyzing which aspects of the project worked well and which of them did not, as well as determining reasons for both, would be a very useful exercise.

They need to consider what changes or improvements they would suggest to another group of Swachhagrahi who may decide to take up a similar project.

They need to think about how the project initiated by them could be sustained - for example how could they ensure that the trees planted by them continue to be nurtured, or how their achievement of a “Clean Swachhagraha campus” would endure.

Steps for an Action Project:

Explore

Discover

Share

Think

Act

Explore

Activity 1: Be a Garbage Detective

Introduction

Garbage simply means unwanted materials. Anything gets termed as garbage the moment it is unwanted. Wastes are materials for which the initial user has no further use in terms of his/her own purposes of production, transformation or consumption, and of which he/she wants to dispose. Wastes may be generated during the extraction of raw materials, the processing of raw materials into intermediate and final products, the consumption of final products, and other human activities.

Where does waste or garbage come from in your campus? Much of it comes from classes and mainly comprises paper and dust. Can the Swachhagrahi guess approximately how much garbage is generated in their campus per day? One way to find out is by mapping the school. It helps to understand the quantity and kinds of garbage generated in the school.

Objective: To map the garbage generation in the school

Teaching Method: Mapping

Skills promoted: Keen observation, Identification of issues

Teaching Aids: Paper, pencil, ruler

Group size: 3-4 Swachhagrahi

Duration: 30 minutes for the activity

Activity Steps for Swachhagraha Prerak

- Draw a map of the school campus along with the buildings and other features like grounds, pathways, etc. Mark locations on campus indicating source, storage and disposal facility. This will help identify different locations of waste on the campus.
- Identify which support staff department is in-charge if:
 - a) There is garbage in class
 - b) The dust bins are overflowing
 - c) If a municipal van doesn't pick up garbage
 - d) If the cleaners are absent



The table provided is given as an example to help you mark the locations of source, storage and disposal of garbage on the map.

Source	Storage	Disposal	In charge
Paper waste	Admin office	Recycle	
Food waste	Green bins	Composting	
E-waste	Computer lab	Authorized recycler	

Recapitulation and Discussion: Are the dustbins enough and placed at visible position with the correct signage? Are there specified bins for segregation of garbage? Are different garbage treated the way they should be?

Evaluation:

Let students present their findings from this exercise. What makes up the maximum part of the garbage? Are the quantities almost similar? If there are great variations, discuss why this may be?

Visible Outcome:

The Map showing the garbage generation status can be put up on the wall. The Swachhagraha Dal can use the map to generate discussion among their school mates about garbage generation in the school. The discussion outcomes can be shared on social media.

Discover

Activity 2: Swachhagraha campus Garbage Audit

Introduction:

Having understood the garbage generation scenario in the school, dive a little deeper into the issue. Think about questions like approximately how much garbage is generated in the campus per day? Or what are the different kinds of garbage generated? Quantification of garbage generated helps to understand the quantity and kinds of garbage generated on the campus.

Objective: To find out the quantum of garbage generated in the school.

Teaching Method: Measuring quantities

Life skills promoted: Research, Decision making

Teaching Aids: Copies of the Garbage Survey Sheet

Group size: 3-4 Swachhagrah Dal members

Duration: A week for the survey, 30 minutes for the activity

Activity Steps for Swachhagraha Prerak

Swachhagrah Dal member will note the garbage thrown out daily by their campus cleaning staff and fill the Swachhagraha Campus Garbage Survey Chart.

Before filling the chart, set a unit of measurement for each item, that is, glass or containers could be counted by number of items. Paper may be counted by number of pieces or sheets. In case there is a canteen or a pantry, the kitchen waste may have to be weighed or measured in a standard measure: e.g. cup or small pan.

Make these observations in school for a week. Add up and calculate the approximate weight of the garbage for the entire week using the table provided below.

Day	Types of garbage					
	Paper	Glass	Aluminum	Plastic	Kitchen waste	others
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

Swachhagraha Dal members can also find out the average garbage generated per day at home.

Note:

Care should be taken while sorting the garbage. Wear gloves while sorting and wash hands well with soap after the exercise.

Recapitulation and Discussion:

Ask Swachhagraha Dal members to the advantages of carrying out a survey like this? How can garbage management to be taken up once you know the quantity of garbage, and the kinds of garbage that are generated?

Outcomes:

The Swachhagraha Dal members present their survey findings. This may include information such as - What makes up the maximum part of the garbage? Are the quantities almost similar? If there are great variations, discuss why this may be (more family members, more use of packaged goods, etc.)?

To be shared:

The Swachhagraha Dal can share the findings with their class/ school through

- a presentation using posters or charts
- Creating an installation (an art object) out of collected dry waste over the week



Discover

Activity 3: Journey of Garbage

Introduction:

The school will have a system to manage the garbage which is generated. The management system will include systems for collection, storage and transportation of garbage to the disposal site. It is possible that the school may have some ways of disposing garbage on the campus itself for e.g. composting of organic waste.

Objective: To understand the system of garbage management in the school

Teaching Method: Interviews and Field visit

Life skills promoted: Logical reasoning, Critical thinking

Teaching Aids: Notebook, pencil

Group size: 30 Swachhagrahi

Duration: 60 minutes for the activity

Activity Steps for Swachhagraha Prerak

Since the inventory of all types of garbage generated in the campus has been made, speak to the school administration to find out how different types of garbage are managed in school. Find out how the school arranges to collect the different types of garbage, who collects the garbage from the campus and what happens to it finally after it leaves the campus.

Arrange a field visit to the city landfill site with prior permission from municipal authority of the city.

Discuss the following with the authorities:

- How much garbage is generated per day in the city?
- What is the annual transportation and labour expense?
- What happens to the garbage at the landfill?
- Are there alternative ways to use the garbage?
- Are there any items that you see/saw at the landfill that could have been recycled?

Recapitulation and Discussion:

Organise a discussion on understand of the journey of garbage from the school to landfill.

Explore ways by which the systems can be made more efficient and effective.

Outcome:

The Swachhagrahi have understood the waste management system and are able to ask a few questions like: What will happen if the garbage is not collected from school/home? What is the role of ragpickers in the system? What will happen if the landfill is full? Why collection of garbage is so challenging?

Share:

Stories and interviews from the Swachhagrahi for the social media.

Think

Activity 4: Think before you buy

Introduction:

As incomes rise, people are gaining access to a multitude of consumer items associated with greater prosperity. It is possible to buy through a variety of ways these days including online shopping. Festival sales and other marketing strategies keep the consumers interested in purchasing/ trying out things that are not necessarily required. Social and peer pressure too tend to increase our propensity to purchase more.

Objective: To encourage Swachhagrahi to carefully consider the utility of the product before they purchase it.

To encourage finding a use for products that have not been used for a while at home.

To introduce Swachhagrahi to a new concept of shared / peer to peer economy

Teaching Method: Class Discussion, Debate

Skills promoted: Logical reasoning, Critical thinking

Teaching Aids: Notebook, pencil

Group size: 10-15 Swachhagrahi

Duration: 60 minutes for the activity

Activity Steps for Swachhagraha Prerak

- Ask each group to list the High Utility and Low Utility (adhoc/unplanned/impulsive purchasing decisions or based on peer pressure) items at the Swachhagraha Dal member's home.
- Ask each Swachhagraha Dal member to discuss if these purchases could have been avoided. Also, discuss for replacements. For example, could an imported apple have been avoided and a locally sourced apples been bought instead of it?
- Discuss on ways of extending the usable life of these items. Against each and every item list a new possible use for the items.
- Other activities that can be organized in the school: Do an interclass debate on if these products should be retained at home or should they be given away for reuse or recycling?

Recapitulation and Discussion:

Take out all the items which have not been in use in your home for last 2 years, make a plan on what can be done with these products, what can you do with the product? Repair /reuse/ donate/ sell/ recycle?

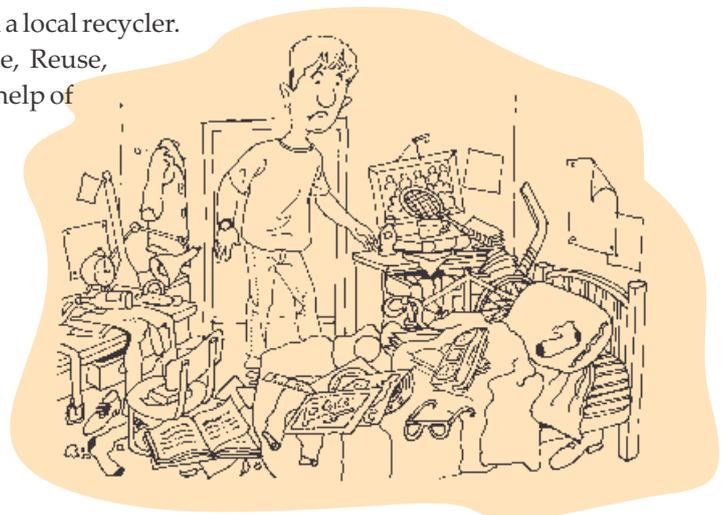
Outcome:

Every time you buy a new product, you also carry with it the heavy baggage of environmental impact which it has already created and will continue to create as you use it. If you realize this, you can optimize your consumption, buy items which have lesser impact on the environment and buy only when you need them. You can also buy and use a product as and when needed in a group which can consist of your neighbours and friends.

Share:

Upcycling/garage sale/ collection drive through a local recycler.

Swachhagrah Dal creates messages on Reduce, Reuse, Recycle and shares these on whatsapp with the help of Prerak, to the school, parents.



Act

Activity 5: Action Please!

Introduction:

Having found out the problem area, what action will the Swachhagrahi take up? The action will depend on the response required and outcome expected. The action could be about initiating waste management systems in the school like suggesting location for dustbins, creating an anti-litter communication signage/posters. For those schools with a canteen, it could be about reducing food waste and having a school compost pit. If there is a problem which the school is facing because garbage is being dumped near the school for example the Swachhagraha Dal can consider writing a petition to the government office in charge of garbage collection in the city.

Action 5.1 Moving towards a Zero Garbage Campus

Action 5.2 Creating an Anti-litter/Litter free Communication Signage/Posters

Action 5.3 Reduce Food Waste

Action 5.4 Create a School Compost pit

Action 5.5 Writing a petition

Introduction:

There are times when we want to raise our voice about an issue and bring about a change through the collective will and participation of a larger audience. A petition is one of the mediums to go about this task, especially when the issue is affecting a large population or involves cascading effects on the environmental or social good of people.

Objective: To impart skills to Swachhagrahi for writing petitions on issues of environmental importance.

Swachhagrahi should gain an understanding of environmental petitions and be able to create them.

Teaching Method: Class Discussion, Letter writing

Skills promoted: Communication, Campaign, Leadership

Teaching Aids: Notebook, pencil

Group size: 10-15 Swachhagrahi

Duration: 60 minutes for the activity

Issue	Environmental Impacts	Concerned Authority	No. of People Impacted	Urgency
Littering and improper solid garbage handling	Potential diseases and hygiene issues		Approx. 10,000 (zonal level)	High

Note: Refer to www.change.org for sample petition

Recapitulation and Discussion:

Ask students if by and large they are satisfied or not satisfied by the services and amenities. Discuss what are some of the things that can be done to address this issue. They can do that either by directly writing to them or to the editor of the local newspaper.

Sometimes just a little effort can lead to small victories. Share with the students an example of action demanded by an individual and the response received.

Students could even write a commendation letter if a particular service provided is adequate and satisfactory. Students can also directly meet the concerned officials for discussing possible measures to improve the situation.

Outcome:

Students can make posters and organize an exhibition for the whole school to become aware about their rights and duties as citizens. They can plan a rally to draw people's and concerned department's attention to a particular issue.



Explore

Activity 1: Sanitation and hygiene status in school

Introduction

School children can learn and practice life-long positive hygiene behaviors. The hygiene behaviors that the children learn at school – made possible through a combination of hygiene education and suitable water, sanitation and hygiene enabling facilities are skills that they are likely to maintain as adults and pass on to their own children.

Sanitation and hygiene are closely linked to health. While school curriculum has included sanitation and hygiene education, it is important that the schools provide the environment too. Clean toilets, clean water and overall insistence on cleanliness in schools can help improve the learning environment of the child. Also schools that involve children in designing and managing cleanliness strategies for their premises help inculcate hygiene behavior that stays with them for life.

The activity helps the students find out the status of sanitation and hygiene in their school campus. Through observation over a week, they can identify the spots which are unclean, observe who is responsible for it to be unclean. At the same time, they also observe which areas are clean and how come they are cleaner.

Objective: To find out sanitation and hygiene status in school

Teaching Method: Transect walk and mapping

Skills promoted: Keen observation, analytical thinking

Teaching Aids: Paper, pencil/ pen

Group size: 3-4 Swachhagrahi

Duration: 30 minutes for the activity

Activity Steps for Swachhagraha Prerak

1. Divide the students in groups and identify the areas that they should observe. It can be different blocks of the campus, floors of the school building etc.
2. Ask them to take a walk around the school from one point to another.
3. As they walk, observe the following:
 - a. Toilets, water points
 - i. Number, location, whether they are clean, what is facility for sanitary pad disposal?
 - b. Observe the behaviour of students, teachers and other staff in these places
 - i. Cleanliness, wastage and throwing on the floor
4. Draw a school map and record observations made.



Recapitulation and Discussion:

Discuss about the possible reasons about the issue/. In case the system is good, what are the plausible reason. How this information can be shared widely.

Outcome:

Students can clearly articulate the issue regarding sanitation status in the school and are enabled to formulate a view to address the problem.

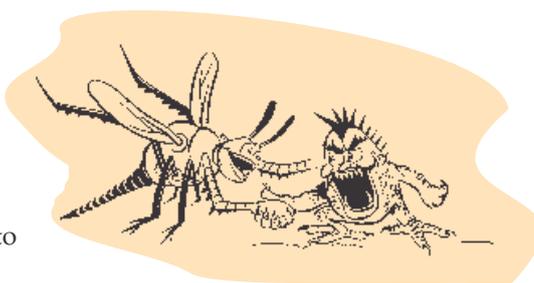
Share

Create the Cleanliness index for the various sections in the school such as toilet, drinking water facilities – giving colour coding for level of cleanliness. This can be done on the wall by the Swachhagraha Dal. The colours can change as the improvements start to show.

Activity 2: Mosquito Buzz!

Introduction:

Stagnant pools of water and choked drains are the breeding ground for mosquitoes. Water that stagnates in air coolers, clogged gutters, rainwater pools, bird baths, sewage puddles, old tyres, cans, bottles, coconut shells, and construction debris is an ideal location for mosquitoes to breed.



Sewage from homes, schools and other establishments, or rainwater puddles that form especially wherever the ground is uneven are also places that attract mosquitoes to breed. Mosquito bites can cause disease.

***Objective:** To comprehend that accumulated water could spread disease by allowing mosquitoes to breed.*

***Teaching Method:** Survey and Discussion*

***Skills promoted:** Observation, persuasive writing*

***Teaching Aids:** Observation notebook, pen*

***Group size:** 5 Swachhagrahi*

***Duration:** 30 minutes for the activity*

Activity Steps for Swachhagraha Prerak

- Ask few Swachhagrahi from the Dal to go around the school premises and the area just outside the school. Ask them to observe and find out if there are stagnant pools of water anywhere. Ask them also to look for anything that might hold water, or for places that have a tendency to accumulate water (old tyres, containers, etc).
- Ask the students to closely observe the water to see if there is any insect/larva. They must specially look out for mosquito larvae.

Recapitulation and Discussion:

After the survey, let them return to the class. Each group should present their findings. These should be put up on a chart. They should put down the location of the water pool and possible causes for this. For example, an unused water tank, discarded pots, depression into ground, etc.

Draw out the linkage between stagnant water, sewage, garbage and health. Garbage affects community health by allowing disease causing agents like mosquitoes, flies, rats, etc., to breed and thrive. Discuss possible measures to minimize the spread of such diseases.

Outcome:

Let them brainstorm on ways to eliminate the identified mosquito breeding sites. They can undertake suitable measures at the places that they have identified during their survey.

Share:

Let students develop a plan of action to take steps to prevent water stagnation. In case all the actions and remedies suggested cannot be carried out by students themselves they can alert school or local authorities by bringing to their notice the exact location of these puddles and accumulated garbage or debris.

Discover

Activity 3: How clean are my hands?

Introduction:

While we go about doing all our daily chores using our hands, seldom do we realize that hands are one of the most common routes through which many diseases spread. And the simple act of personal hygiene: handwashing with soap is a way to prevent spread of diseases. Handwashing is an important aspect of personal hygiene that needs to be inculcated in every student because it also plays an important role in the use and protection of water, and food hygiene.

Objective: To demonstrate that hand washing is an important personal hygiene habit.

Teaching Method: Demonstration and discussion

Skills promoted: Logical reasoning, critical thinking, research

Teaching Aids: 3 glass tumblers or three clean transparent plastic bottles, a bowl, a small bucket of clean water, a mug or extra glass.

Group Size: Entire class

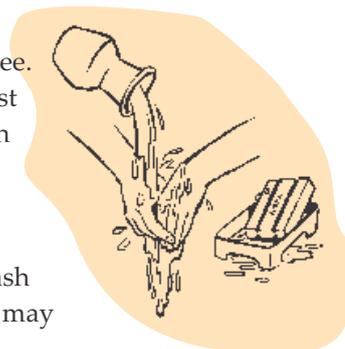
Duration: 30 minutes

Activity Steps for Swachhagraha Prerak

- Take three tumblers and put them on a table where the entire class can see. Fill one tumbler with water.
- Ask one of the students to help another student to wash his/her hands in a clean bowl.
- Pour out the water in this bowl into the second tumbler. Rinse the bowl and drain it dry.
- Compare the water in the first tumbler with the one in the second tumbler. Can the students see any difference in the colour of the water?
- Let the class go back to doing its regular activities, and after about 15 minutes, let the same student who volunteered to wash his/her hand come over and wash hands again in the bowl.
- Pour the water in the bowl into the third tumbler. Compare the three. Does the water in the third tumbler look different from water in the first and second tumblers? Why does the water appear dirty even though the student washed his hands just about 15 minutes ago?

Note:

There is a possibility that students may shy away from volunteering to wash the hands in front of the entire class as it would reflect on their cleanliness. It may



even affect their esteem. In such a situation do not force anyone. You may have to demonstrate it yourself! If you want your class to try it out, ask them to do it in their homes and carry on with the discussion next day. Ask if they agree that hands could get dirty quickly and therefore need to be washed before any important task is to be done, especially before eating.

Recapitulation and Discussion:

Discuss how hands get dirty because dust and dirt gets onto our palms. Our palms sweat and this helps the dirt to stick to our hands. We use our hands to touch and handle many things. These things might carry dust and germs which can stick to our hands. However, we cannot see that and our hands don't look dirty. Discuss also how these invisible germs can cause many illnesses.

- Ask students to make a list of all the things that they may be touching in the course of a day, from the time they get up till they sleep. Discuss how hands can get dirty by this.
- Ask students to check each others' nails and see if they are long, or have dirt underneath the nails.
- Emphasize that it is most important to wash hands especially after using toilet and before eating.

Outcome:

Students will brainstorm on possible reasons or situations in which hand washing is ignored. Students can suggest ways by which to remember, or remind others to wash hands. This is an appropriate time to find out why people generally ignore to wash hands.

Visible outcome:

Students demonstrate hand washing in the School Assembly. There is visible difference in the number of students who wash hands before and after meals. The Swachhagraha Dal keeps a note of this and puts up congratulatory messages from time to time on the wall and social media about the students following this behavior.

Activity 4: Water and Health Audit

Introduction:

The garbage from urban areas is usually drained into water bodies from which drinking water supply is taken. Ideally, this sewage should be treated before being drained into the waterbed, but we do not have adequate treatment systems to handle the large quantities of garbage produced.

Untreated sewage introduces many disease-causing organisms into the waterbed. When this is the source of drinking water, this may cause serious health problems, some of which may even be fatal. Some of the diseases caused by drinking such water are cholera, gastroenteritis, typhoid and jaundice. (Refer Table 'Waterborne diseases and their Symptoms').

***Objective:** To understand that water is the cause of some of the most common illnesses.*

***Teaching Method:** Audit*

***Teaching Aids:** Writing material*

***Group Size:** Entire Class*

***Duration:** 30 minutes for audit, 30 minutes for tabulation and discussion*

Activity Steps for Swachhagraha Prerak

Let the students do a Health Audit of their class. Ask them to look into the attendance register of the class and find out how many classmates were absent in the last 2-3 months.

Ask the absentees to recollect why they could not attend school. They would find that many could not attend school as they were unwell. Take note of what they were suffering from. (e.g., cold and cough, stomach problem, fever, etc.)

Tabulate the information. A table like the one given below could be used.

Name of absentee	No. of days absent	Month	Illness	Possible reason for illness

Ask them to observe if there is any seasonal link to occurrence of diseases?

Ask students to make a general list of 'do's and don'ts' that should be followed to ward off such diseases. Ask them to share it with their family and friends. Put this up on their class notice board.



Recapitulation and Discussion:

Discuss the findings and invite a doctor or public health specialist (it could be a parent) to talk to the students about these issues

Outcome:

Ask students to give suggestions on how we can prevent water borne diseases. Encourage students to consider the following while giving their suggestions.

- Quality of water source
- Water storage
- Water dispensing
- Water stagnation

Share:

School administration sets up a system for regular cleaning of the overhead tanks, and clearing of collected water etc.

Think

Activity 5: Toilet etiquettes - Making a mind map

Introduction:

Etiquette is a good behaviour which distinguishes humans from animals. Toilet etiquette also refers the same. It is all about hygienic and cleanliness. We know that the toilets if are not maintained properly with toilet manners or hygienic practices can transmit germs and it may contribute to many diseases. We all want a clean and hygienic toilets and nobody wants to go in a smelly, messy toilets. And nobody likes to clean up someone else's mess also!. So this makes a sense for ever one to have proper toilet etiquettes.

Objective: To understand the importance of toilet etiquettes

Teaching Method: Mind map

Skills promoted: Critical thinking, etiquettes to use a toilet

Teaching Aids: Paper, marker

Group size: 15 Swachhagrahi

Duration: 45 minutes for the activity

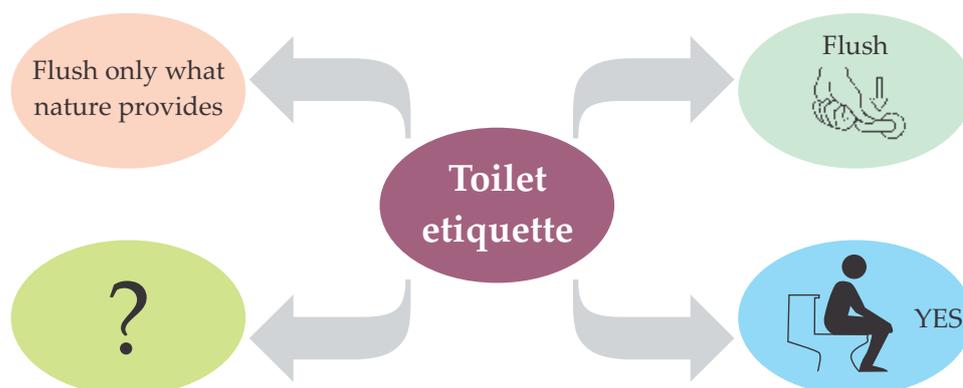
Activity Steps for Swachhagraha Prerak

Let the students do a mind mapping in the class. Ask them to sit in a group of 10-15 members in a group. Ask them to make a mind map on toilet etiquette. It may include the Do's and Don'ts, Toilet etiquette in different places such as home, workplace, general and so on. They could find much behaviour which is required for a hygienic and a clean toilet.

Create a mind map

Once the mind map is done, the groups can develop creative messages encouraging toilet etiquette and put it up in the toilets.

Recapitulation and Discussion: Discuss how to develop toilets etiquettes and share this information.



Outcome:

Students can clearly articulate the issue regarding sanitation status in the school.

Share:

Before and after pictures, signages at strategic location as cognitive reminder.

Acknowledgment

Swachhagraha Concept & Initiative : Adani Foundation

Knowledge & Implementation Partner : Centre for Environment Education

This activity book is being published as part of the Swachhagraha Programme, 2016 and is put together jointly by the CEE team with key contribution from Adani Foundation.

Published September 2016

Copyright © 2016 by Adani Foundation & Centre for Environment Education All rights reserved. This book or any portion thereof may not be reproduced or used in any manner whatsoever without the express written permission of the publisher except for the use of brief quotations in a book review.

Thank you for becoming a Swachhagraha Prerak.
Hope you enjoyed the experience.

Follow us on

 /swachhagraha.org

Swachhagraha Project Secretariat
Centre for Environment Education
Thaltej Tekra, Ahmedabad 380054
E mail: participate@swachhagraha.org
Telephone: +91 79 26844821
 84607 37656

Adani Foundation
8th Floor, C wing
Shikhar Building
Nr. Mithakhali Six Roads
Navrangpura
Ahmedabad - 380009

www.swachhagraha.org