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# SaciWATERs

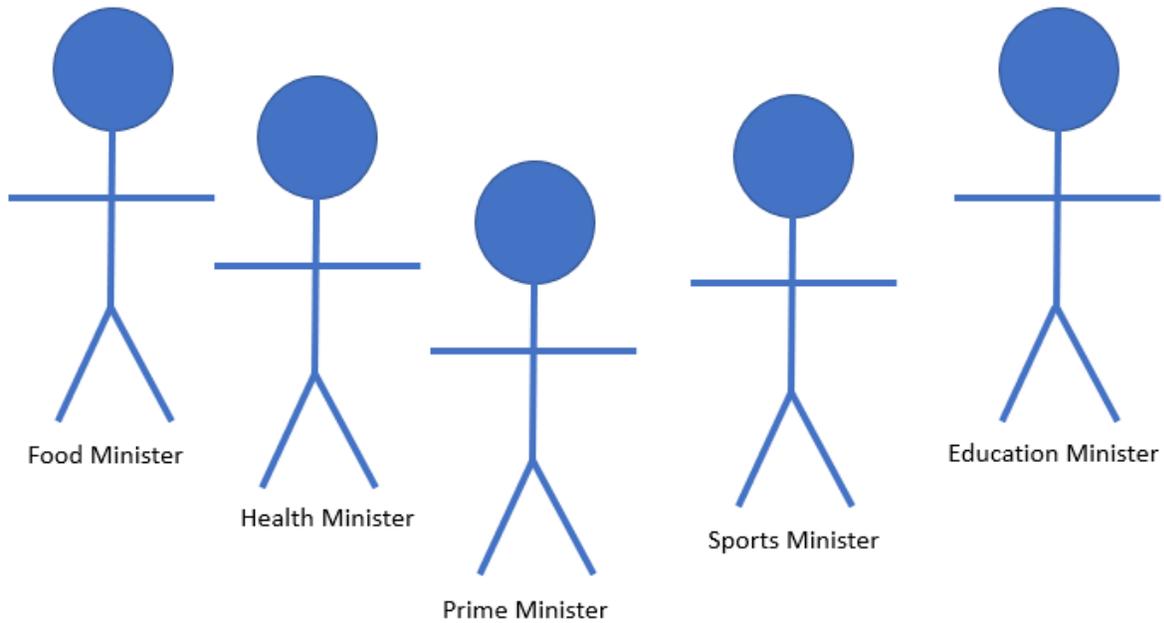
SOUTH ASIA CONSORTIUM FOR INTERDISCIPLINARY  
WATER RESOURCES STUDIES

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— **Child Cabinet Toolkit** —

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# Executive Summary

## Introduction

The purpose of this toolkit is to provide schools with an exhaustive and concrete resource to aid in the establishment and/or improvement of Child Cabinets. This toolkit uniquely emphasizes the importance of utilizing Child Cabinets to reinforce sanitation and hygiene practices through peer-to-peer education and leadership. This toolkit includes interactive activities that can be utilized by both educators and Child Cabinet Ministers to make WASH practices inherent in every Child Cabinet Minister's role. The purpose of this toolkit is to improve school-wide WASH (water, sanitation, and hygiene) practice adoption as well as teach self-advocacy through the establishment and/or improvement of Child Cabinet roles.

## Toolkit Organization

This toolkit begins with an introduction to Child Cabinets, which includes what they are and why they are essential to furthering WASH practices and student self-advocacy. The toolkit proceeds by providing minister-specific descriptions and activities for teaching relevant WASH practices. The toolkit ends by providing pre-made resources that correspond to minister-specific activities as well as a tool for tracking the resulting outcomes of toolkit implementation.

## For Educators

- Educators seeking to understand and establish a new Child Cabinet: **Begin on page 4**
- Educators seeking to improve an existing Child Cabinet: **Begin on page 19**
- Educators seeking to assess their Child Cabinet performance: **Begin on page 20**
- Educators seeking pre-made resources for a fully functioning Child Cabinet: **Begin on page 23**

## For Child Cabinet Ministers

- Child Cabinet Ministers seeking to understand their individual roles: **Begin on page 8**
- Child Cabinet Ministers seeking to incorporate WASH practices into their roles: **Begin on page 23**
- Child Cabinet Ministers seeking pre-made resources relating to their individual roles: **Begin on page 68**

## Conclusion

By implementing this toolkit, schools will have the concrete resources necessary to make their Child Cabinets more effective, efficient, and fun! By leveraging peer-to-peer education, students will learn self-advocacy, leadership, and teamwork skills while schools should observe an improvement in water, sanitation, and hygiene practice adoption across the student body.

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## Introduction

In September of 2014, the Indian government launched the Swachh Bharat: Swachh Vidyalaya campaign (SBSV). This initiative, translated to “Clean India: Clean Schools,” is meant to be the beginning of both critical infrastructure changes and behavioral changes to improve Water, Sanitation, and Hygiene (WASH) throughout India. The six features of the SBSV program include sanitation, daily handwashing, drinking water, operation and maintenance, behavior change activities, and enhanced capabilities. The overall goal of this program is to improve health outcomes and quality of life.\*

As educators, administrators, and students there are many ways to implement the SBSV and WASH programs in daily life to affect behavioral change. School is a learning environment where students learn from both their teachers and peers. This is the perfect social laboratory for multi-level modeling and behavior retention. While education via a lecture from a teacher or expert is one method for knowledge transference, an equally successful (if not more successful) method is for students to learn from peer modeling.\*\*

Installing Child Cabinets is one method for implementing positive peer modeling for WASH practices. Child Cabinets are a platform, also known as a student government, for children to lead their own discussions and learning on rights to basic education, health, and overall development. Open democratic forums within Child Cabinet meetings, facilitated by teachers, administration, or parents, allow students to lead activities, assess WASH progress, and play a role in their own education and health. In addition, students gain valuable experience as leaders in their own communities and by make critical decisions and practice clear communication.

### **According to the United Nations all children have the following rights:\*\*\***

- Right to Survival - life, health, nutrition, name, nationality
- Right to Development - education, care, leisure, recreation, cultural activities
- Right to Protection - from exploitation, abuse, neglect
- Right to Participation - expression, information, thought, religion

*\*For more information about Swachh Bharat: Swachh Vidyalaya campaign, see <http://unicef.in/Whatwedo/39/Clean-India-Clean-Schools>*

*\*\*For more information about the studies surrounding the effectiveness of peer modeling, see Schunk, D. H. (1987). Peer models and children's behavioral change. Review of Educational Research, 57, 149- 174. Retrieved from: <https://pdfs.semanticscholar.org/d7f9/a4c7ec21aef17e657f89b34ca175a6600d46.pdf>*

*\*\*\*The UN Children's rights were adapted from the 1990 UN Convention on the Rights of the Child. See <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> for more information.*

The purpose of this toolkit is to help guide educators through the process of implementing Child Cabinets in their schools. This toolkit breaks down the methodology of Child Cabinets into several sections:

1. What is a Child Cabinet?
2. Why use a Child Cabinet?
3. How to Implement a Child Cabinet
4. How to Track Progress

### **What is a Child Cabinet?**

In short, Child Cabinets are democratically elected (or teacher-appointed) student governments comprised of multiple ministers and subcommittees. Each minister has a specific role and function within the cabinet and student body. The ministers and subcommittees are trained by project coordinators (educators) at each school on their specific roles and duties. After this training period, the ministers lead period activities in order to improve WASH behaviors school-wide.



**[From KidzEdge.com]**

## Why Use a Child Cabinet?

As mentioned previously, schools are a structured place of learning for children. But, they also present an opportunity to engage both parents and the community in general. Knowledge dissemination occurs through direct engagement and demonstration at the school and then via children in their homes. Children learn quickly and may adapt their behaviour more easily than adults when given access to new knowledge and instruction. Children are also effective role models, especially for each other. They may question existing practices in their households and choose to demonstrate good hygiene. What they learn at school is likely to be passed on to their peers and siblings, and perhaps even to their own children if they become parents.

Child Cabinets are an example of one effective initiative that encourages the dissemination of new knowledge gained by instructors through peer modeling. For example, the Health Minister can demonstrate and monitor the correct procedures for proper handwashing with soap before the Mid-Day Meal (MDM). This is one instance where students can lead other students with the result of positive behavioral and health changes. The following sections will outline exactly what a Child Cabinet is and how to implement one.

[Students Working]



## WASH Practices

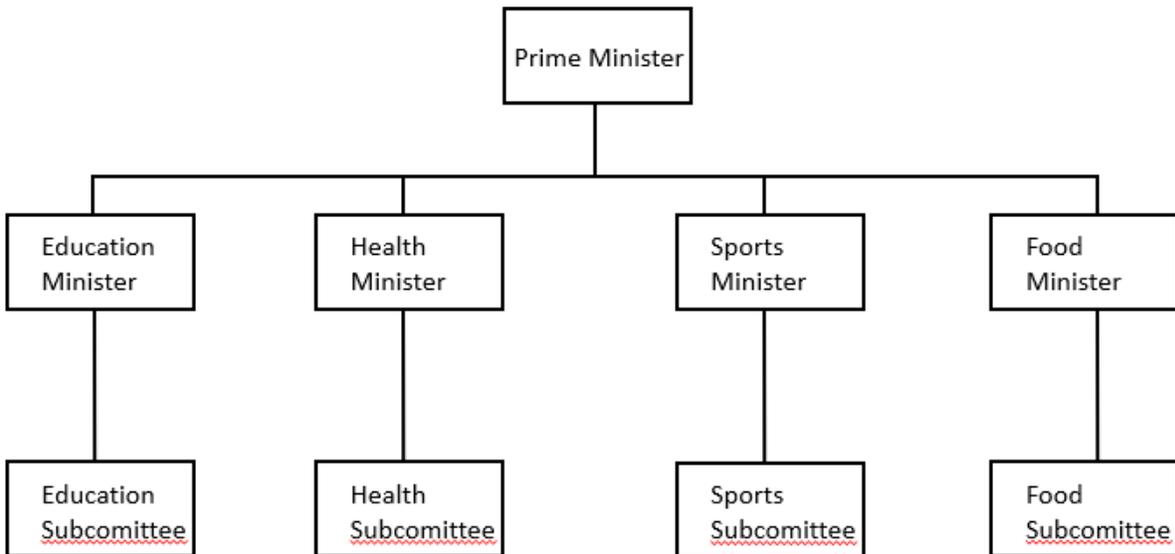
There are many hygiene, sanitation, and water practices that should be incorporated into the Child Cabinet. Below is a non-exhaustive list of the practices that should be taught to the students:

- Hygiene
  - Personal Hygiene
  - Handwashing
  - Water and sanitation-related diseases
  - Food vendors, food hygiene
  - Puberty and personal hygiene
    - *Special attention should be given to teaching boys about female puberty and menstruation so they are aware and supportive*
  - Hygiene and HIV-AIDS
  - Gender
  
- Sanitation
  - Trash disposal and reuse (dry/wet)
  - Sanitation, worms
  - Fecal-oral disease transmission
  
- Water
  - Collection and transport
  - Consumption
  - Storage and handling
  - Sources of contamination
  - Purification
  
- Sexual Education
  - Human development (puberty, feminine hygiene)
  - Sexual health
  - Relationships
  - Society and culture

## Self-Advocacy

Students within the Child Cabinet should feel comfortable advocating for all of their basic rights and adequate hygiene facilities. One of the major reasons girls drop out of school is the lack of necessary facilities for feminine hygiene. Students should work together to ask the teachers and administration for what they need to meet their needs. Another way to improve self-advocacy is for the students to have a suggestion/comment box that only the Child Cabinet members can open. This allows for an anonymous way students can prevent sexual harassment and combat pressing issues.

## Child Cabinet Positions



*[Child Cabinet Organization Chart]*

# *Prime Minister*

## *Roles & Responsibilities*

- ❖ Calls for meetings (**weekly to every 15 days**)
- ❖ Monitors activities of all ministers (**daily**)

## *Consideration for Teachers*

- Educate child on how to call and conduct a meeting
- Monitor child's evaluation of fellow ministers for fairness and accuracy
- Educate child on reporting negative peer behaviors/practices
- Conduct sensitivity training on personal or cultural privacy subjects
- Boys may need more emphasis for practicing clean behaviors, as they often pay less mind to personal hygiene

## *WASH Incorporation*

### WASH Objectives

- Positive Behavior Change
- Enhanced School Capacities

### Activities:

- WASH Community Fair* (pg. 25)
- Prime Minister Evaluation Form* (pg. 28)



# *Sports & Cultural Minister*

## *Roles & Responsibilities*

- ❖ Monitors sports and cultural activities of the school (**as needed**)
- ❖ Responsible for preserving sports materials (**as needed**)
- ❖ Checks regularly, the height and weight of students (**monthly or as needed**)
- ❖ Coordinates the conduct of Bala Sabhas (**every 3rd Saturday**)
- ❖ Motivates children in participation in co-curricular activities and helps teachers in the conduct of various activities (**as needed**)

## *Teacher Considerations*

- Educate child on what sports and cultural activities the school hosts
- Educate child on how to properly maintain and store sports materials, the process for checking student weights and heights, and how Bala Sabhas are conducted
- Provide specific examples of how the student can motivate others and assist in conducting activities

## *WASH Incorporation*

### **WASH Objectives:**

- Clean Drinking Water
- Disease Transmission
- Hand Washing
- General Hygiene Practices

### **Activities:**

- Water Boy/Girl* (pg. 31)
- Emergency!* (pg. 33)
- WASH Songs* (pg. 36)



# *Health Minister*

## *Roles & Responsibilities*

- ❖ Monitors personal hygiene of all students everyday (**daily**)
- ❖ Monitors hand washing activity using soap at critical times throughout the day (**daily**)
- ❖ Should create awareness in the school and community on communicable diseases – mode of transmission, prevention and treatment (**as needed**)
- ❖ Monitors proper storage and safe handling of water (**daily**)

## *Teacher Considerations*

- Educate inexperienced child on proper hand-washing techniques, signs of personal hygiene, and proper water handling and storage techniques before being asked to evaluate other students
- Provide child adequate time during the day to complete evaluations successfully
- Educate child on disease transmission before child educates peers
- Educate child on reporting negative peer behaviors/practices
- Conduct sensitivity training on personal or cultural privacy subjects

## *WASH Incorporation*

### WASH Objectives:

- Disease Transmission
- Clean Drinking Water
- Sanitation Practices

### Activities:

- Germ Blob Tag* (pg. 40)
- Water Testing* (pg. 43)
- Race to the Restroom* (pg. 46)





# Food Minister

## *Roles & Responsibilities*

- ❖ Monitors whether cooks and food handling staff wash hands with soap before handling food – cooking and serving (**daily**)
- ❖ Monitors Mid-Day Meal and checks if cooked meals are covered properly (**daily**)
- ❖ Monitors whether cooking and serving utensils used in Mid-Day Meal are washed properly (**daily**)
- ❖ Monitors cleanliness of the kitchen shed and kitchen garden if available (**daily**)
- ❖ Makes sure food and materials are stored properly (**daily**)

## *Teacher Considerations*

- Educate child on proper food handling, meal storage, and proper cleanliness of utensils and facilities before child is asked to evaluate such practices
- Provide child adequate time during the day to complete these evaluations successfully
- Educate child on reporting negative peer behaviors/practices
- Conduct sensitivity training on personal or cultural privacy subjects.

## *WASH Incorporation*

### WASH Objectives:

- Safe Drinking Water
- Daily Handwashing
- Safe Food Preparation
- Safe Food Storage

### Activities:

- Choose Your Own Adventure* (pg. 58)
- Germ Mapping* (pg. 61)
- Food Storage Superheroes* (pg. 65)



\*Role and Responsibilities come directly from Baalala/Child Cabinets (Student Committee) - Responsibilities Swachh Patashala Wash Program. See <http://www.teachersbadi.in/2015/06/child-cabinet-student-committee-responsibilities-swachh-patashala-programme-wash-programme.html> for more information.

## How to Implement a Child Cabinet



[Picture of Teachers]

### 1. Train the Trainer

It is an educator's responsibility to train the Child Cabinet Ministers on their roles, responsibilities, and WASH behaviors. It is impossible to implement this program if the instructors are not familiar with the necessary practices and Child Cabinet roles. In addition to this toolkit there are several additional readings from the government and NGOs, which provide additional background, context, and information regarding the WASH program, SBSV, and Child Cabinets. *(See citation boxes throughout this document for links to these readings)*. It may also be helpful to visit a school with an already existing Child Cabinet to view a successful student government in action. In addition, SaciWATERS may be able to provide a Community Mobilizer to visit and assist with Child Cabinets.

## 2. Introduction to Students



[Teaching Students]

Once teachers and administration are familiarized with the program, it is time to introduce Child Cabinets to students. Teachers should take great care in this step, as these programs require great buy-in from students to operate effectively. If possible, there are numerous videos on Child Cabinets that portray it in a positive and fun manner available online. If video resources are not available, teachers should describe the program in a manner which speaks to the current capabilities and understanding of the students. For example, do not overemphasize facts and raw information to younger students. Instead focus on the fun activities and games that they will lead. For older students, it may also be beneficial to emphasize the responsibilities and leadership skills the students can gain from participating in a Child Cabinet.

Following are several basic games and activities that educators can play with students to introduce the principles of a Child Cabinet, leadership, and teamwork.

**Blanket Game:**

Make the Prime Minister try to stretch out a blanket by him/herself. Explain that the blanket represents a school. Once the Prime Minister realizes that they cannot do it alone, explain that it takes teamwork and participation for everyone to complete the objective. Have all the ministers grab corners and spread the blanket out. If desired, to explain the idea that minister positions can change/ be shared throughout the year, the ministers can also be asked to switch places but keep the blanket supported.

**Water Demonstration:**

Pour water into three clear plastic cups. Tell the students that each cup represents the student body. Pour dirt into one, and say that bad leaders make the entire student body worse. Pour paper bits into another cup. The paper bits float on the surface of the water and do not mix. Say that ineffective leaders don't mix into the student body. Pour sugar into the last cup and explain that good leaders make the student body effective because they make the water sweeter without being seen themselves.



**Chain Link Game:**

Divide the children into even teams. Give them all a stack of newspaper and glue. Restrict three of the children with cloth in different ways (blindfolding, tying hands, tying one arm, etc). Elect one person on each team to be the leader. Give each group 5 minutes to make as many paper chain links as possible. The winning team will have the longest chain and the most links. After the game have each group explain what they did. Talk about how good leaders divide up roles and responsibilities, communicate with one another, and include everyone ultimately leading to success.

**3. Select Ministers**

After explaining the program, it is time to select ministers and subcommittees. Either conduct a democratic election, or have a teacher appoint students who are very motivated and willing to lead. Request the students to volunteer for each position. Have the students vote with their eyes closed to encourage a fair process. If no one volunteers for a position, than the teacher should elect a responsible student for that position. Once all of the positions are filled, explain to the students that new elections will occur every so often, so that more students will have the opportunity to gain the experience. The ministers are recommended to be from the highest class, while the subcommittees can be comprised of students from both upper and lower classes. It is recommended that there be many students in each subcommittees if the school is large in strength (size) to assist with duties.

#### 4. Train Ministers

Under the “Activities” section below, the toolkit offers a framework for activities that will incorporate WASH curricula within each Child Cabinet role. These lesson plans may need to be adapted based on class size, available resources, and student capabilities. This is meant to act as a guide for introducing WASH practices/ education into Child Cabinet roles.

In order to access pre-made lesson materials, simply look for the Child Cabinet role you are seeking to implement WASH practices in and read the provided material. Then, teach the lesson to the specified Child Cabinet Minister so they can lead the general student body in the activity.

*\*If the student is too young/ struggles with the material, it may be necessary to pair them with an older cabinet member or have a teacher present the material to the class directly.*

Child Cabinet Roles Addressed:

- Prime Minister
- Sports & Cultural Minister
- Health Minister
- Education & Environmental Minister
- Food Minister

*\* Each role can also contain sub-committees of students which would additionally need to be trained in these activities in order to implement them with the general student body*

*\*\* Higher strength schools may require additional ministers as needed*

## 5. Conduct Activities

Once the ministers are trained, it is time to begin activities. Create a daily, weekly, and monthly schedule for the Child Cabinet to follow which includes meetings and WASH topics. Child Cabinet meetings are recommended to occur every 15 days. It is recommended that these activities be integrated into the general school curriculum and that the lessons are supported by administration.



[Teamwork Activity]

### Challenges in High Strength Schools

There are many challenges facing schools with many students (high strength). These include keeping facilities and bathrooms clean, as well as making sure that all of the students are performing their roles and responsibilities and WASH practices. Higher strength schools may also require additional ministers to help in monitoring WASH adherence with all students.

## 6. Tracking Progress

To track the progress of toolkit and Child Cabinet implementation, the following “Implementation Assessment Matrix” form can be used by a school’s head teacher, Child Cabinet teacher, or the school’s Child Cabinet Prime Minister.

### Implementation Assessment Matrix

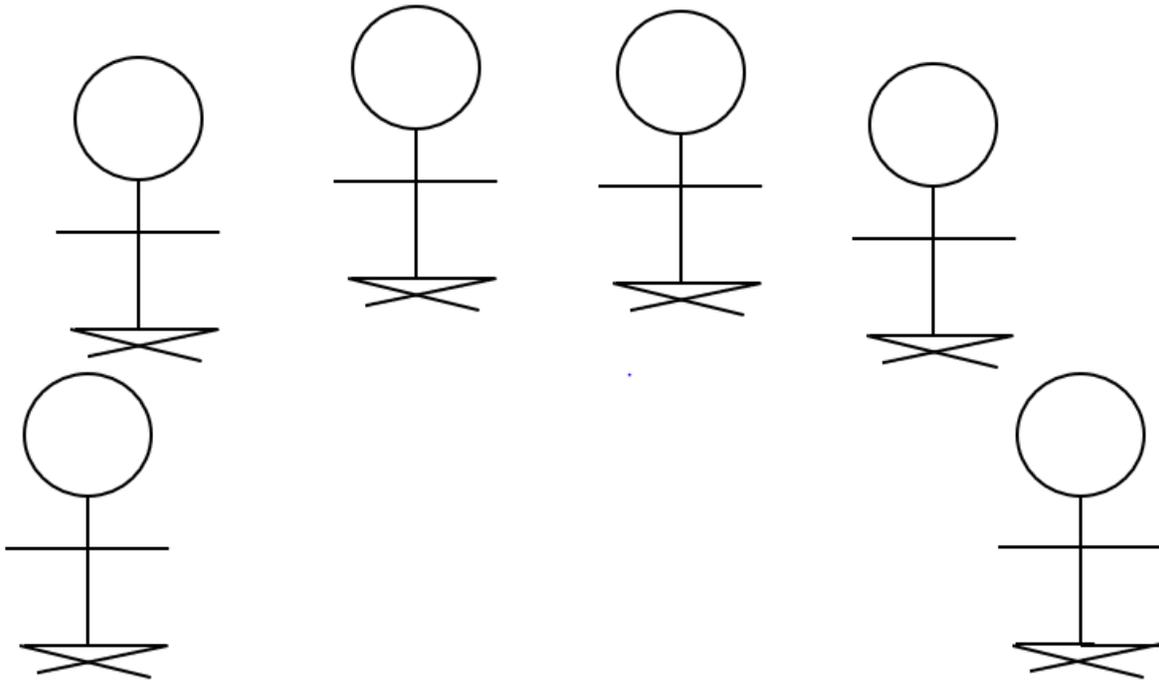
#### **Instructions:**

1. This assessment should be completed at least quarterly but could be used as frequently as desired. Anyone can complete the assessment but should record their name and affiliation with the school. The information on the date of the assessment should be recorded for tracking purposes.
2. Then, the assessor should circle at which stage of implementation the school is at looking at the possible status options in box 5.
3. After, a brief assessment of the school should be completed looking at how well students are following WASH practices on a likert scale (**1 = 0% accepted, 2 = < 50% accepted, 3 = 50% accepted, 4 = > 50% accepted, 5 = 100% accepted**). This can be determined by observing students (without intervention) and seeing what percentage are following WASH practices or not.
  - a. **Sanitation Practices:** Are daily hygiene habits (face washed, nails cut, hair combed, hands washed, clothes washed, etc.) practiced by all students?
  - b. **Daily Handwashing:** Are all students correctly following the 6 steps of proper handwashing at required times throughout the day? (Before/after using the washroom, before/after playing, before/after eating).
  - c. **Drinking Water:** Is drinking water stored (covered), tested (for safety), and properly utilized (not wasted) daily?
  - d. **Operation & Maintenance:** Are toilets and sinks clean and properly maintained? Is waste properly sorted (dry vs. wet) and disposed of in dustbins? Are school grounds free of excessive dirt and debris? Are lights/ fans turned off when not needing to be in use?
  - e. **Behavior Change:** Are all students demonstrating all WASH practices at all times? Are students

- f. **Enhanced Capabilities:** Has the school implemented/ updated facilities to improve the overall school environment? (Proper facilities/ resources for girls during menstruation, proper ventilation for kitchens, proper amount of toilets per student population). Have students implemented new behavioral changes to increase the efficiencies of the school’s current facilities (recycling, scheduling bathroom/ kitchen use, etc.)
4. Next, the assessor is asked to explain why, if a Swachh Vidyalaya Puraskar practice is not being fully accepted, why this could be and ways SVP adoption could be improved.
5. Finally, the assessor is asked to tabulate the “final score” for the school’s overall WASH adoption. This should be used as a comparison metric to the previous assessment as well as any future assessments.
6. If scores trend downward, a conversation should be had with the Child Cabinet as well as the Head Teacher of the school to determine ways to improve the score.

1. Name of person completing assessment	2. Role of person completing assessment	3. Date of First Intervention Implementation	4. Today's Date	5. Current status of intervention implementation (Circle one)	6. Sanitation practices fully accepted	7. Daily Handwashing practices fully accepted	8. Drinking Water practices fully accepted	9. Operation & Maintenance practices full accepted	10. Behavior Change Activities	11. Enhanced Capacities	12. Explanation/ hypothesis of why intervention was fully accepted	13. Explanation/ hypothesis of why intervention was partially accepted or not accepted	14. Score (Add up selected scores from columns 6-11):
	General Student			Not yet implemented (Toolkit Unused)	1	1	1	1	1	1			
	Child/Cabinet Member			Just started (Teachers Trained)	2	2	2	2	2	2			
	Teacher			In progress (Child Cabinet in Place)	3	3	3	3	3	3			
	External Educator			Concluding (Child Cabinet Active)	4	4	4	4	4	4			
	Parent			Complete (WASH practices fully adopted)	5	5	5	5	5	5			

# Activities



[Child Cabinet Meeting]

# Prime Minister Activities

While the Prime Minister's main responsibilities do not directly relate to WASH practices, the oversight of fellow ministers and the overall Child Cabinet function is key to implementing WASH practices in all other Child Cabinet roles. Also, by instituting a "WASH Community Fair" as an additional responsibility, even the Prime Minister's role can be directly tied to WASH practices and promoting WASH not only in schools, but in the community at large.

## 1. WASH Community Fair



## Materials Needed

Collected student work from completed WASH activities, tables for viewing (if available), chairs for elderly adults (if available)

## Description

- ❖ At the end of the academic year, once all of the WASH activities presented in this toolkit have been executed, work from these activities will be collected and presented to parents and other community members at the school as an “information fair.”
- ❖ “Best work” awards/mentions will be presented to students who performed exemplary work
- ❖ Prime Minister will be in charge of independently coordinating the event with the help of fellow Child Cabinet Members (and teacher oversight where necessary)
- ❖ Each Child Cabinet Minister will be responsible for conducting a short presentation on the WASH lesson they learned while completing the activity (the WASH topic addressed, its importance, and the lessons’ outcomes)

## Differentiation

**Primary Students:** Prime Minister will be responsible for assisting an older Prime Minister or teacher in the completion of this activity rather than coordinating the event independently

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete certain tasks

**Primary Students:** May need to be assisted by older students for the completion of this task

**Disadvantaged Students:** May not have had the resources to complete every activity. These students should be paired with a fellow student to still be able to participate in the fair. Additional materials (paper, pencils, etc.) could also be maintained in the classroom for these occasions. Students from disadvantaged homes may also not be able to attend/ have their parents attend the event. This should be addressed with the student privately and should not be presented as a requirement. Teacher should also consider sensitivity training for the general student body about not comparing means from household to household.

### WASH Objective(s):

- ❖ All

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Positive Behavior Change
- ❖ Enhanced School Capabilities

### Roles Addressed:

- ❖ Organizing Meetings

### Rationale:

**Prime Minister:** Student will learn leadership, organization, and coordination of events

**General Student Body:** Students will learn presentation skills, community engagement, and increased WASH adoption by presenting and reflecting on the WASH activities completed

**Community:** Parents and community members will get to see the work their children completed throughout the year and learn about the importance of WASH practices which are transferable to the home

### Content Mastery Assessment:

#### **Prime Minister Will Be Able To:**

1. Formulate a schedule for the event (including date, time, & location)
2. Coordinate presentation of WASH activity materials by each corresponding minister

#### **Student Body Will Be Able To:**

1. Create a presentation for parents and community members
2. Display student work attractively

## **2. Prime Minister Evaluation Form**



## Materials Needed

1. Completed “Minister Evaluation Form” (see Appendix for pre-made Minister Evaluation Form at the end of this toolkit)
2. Printed “Minister of the Month” award (if possible) so the minister can bring the award home to their parents in order to further the WASH conversation at home (see Appendix for premade Minister of the Month Award at the end of this toolkit)
3. Any “evidence of performance” collected since the previous meeting (if available)

## Description

- ❖ The primary role of the Prime Minister is to monitor fellow ministers to ensure that each minister is successfully completing position requirements.
- ❖ Throughout the month, the Prime Minister should monitor the performance of fellow ministers and record specific evidence of successful performance.
- ❖ Then, before each Child Cabinet meeting, the Prime Minister should complete the “Prime Minister Evaluation Form” to assess each minister’s performance.
- ❖ If a minister scores below a 4 on any category, the Prime Minister should provide feedback on how the minister could improve their score by the next meeting.
- ❖ A “Minister of the Month” should be awarded each meeting to the minister with the highest percentage score to encourage further performance.
- ❖ Prime Minister will be in charge of periodically monitoring ministers as they complete their respective tasks and independently assessing each minister’s performance

## Differentiation

**Primary Students:** Prime Minister’s assessment should be evaluated by a designated adult before it is discussed with other ministers. For difficult conversations about poor performance, it is recommended that the teacher lead the conversation but allow the Prime Minister to offer suggestions on how the student can improve.

## Accommodations

**Students with Disabilities:** If a minister is performing poorly simply because the tasks asked of them are too demanding for their capabilities, it may be best share the more strenuous responsibilities with another student or ask that the minister assist an adult in completing their required tasks.

**Primary Students:** If a minister is performing poorly simply because the tasks asked of them are too advanced for their age, it may be best to change the tailor the evaluation to “did minister *assist* with the required task” or the student could be paired with an older minister.

**Low-Performing Ministers:** If a minister performs poorly, it will be key to provide sensitivity training to the Prime Minister so that they approach the low-performing minister with humility and support rather than accusation and condemnation. These conversations should be made in writing or in private rather than publicly in front of other ministers. All ministers should be given opportunities to improve their performance but if consistently low scores are evident, a replacement may need to be selected. If this is the case, this conversation is one that should be had between the teacher and student, rather than the Prime Minister directly.

## WASH Objective(s):

- ❖ All

## Swachh Vidyalaya Puraskar Topic(s):

- ❖ Positive Behavior Change

## Roles Addressed:

Monitoring other ministers

## Rationale:

**Prime Minister:** Student will learn leadership, quantitative measures, percent conversions, evaluation skills, interpersonal communication

**General Student Body:** Students will learn how to accept and grow from feedback (both positive and negative)

**Community:** With feedback, all ministers should perform their duties consistently ensuring a safe and productive school environment for all students.

## Content Mastery Assessment:

### **Prime Minister Will Be Able To:**

1. Fairly and accurately quantitatively analyze the performance of fellow ministers
2. Verbalize constructive feedback with peers
3. Continuously track improvement of minister performance from meeting to meeting

### **Student Body Will Be Able To:**

1. Accept feedback (both positive and negative)
2. Improve performance based on feedback

# Sports & Cultural Minister Activities

The Sports Minister is directly responsible for sports and cultural activities of the student body. WASH is easily incorporated into this role by emphasizing the importance of drinking clean water while exercising as well as the importance of limiting disease transmission by safely cleaning wounds that may result from play.

## 1. Water Boy/Girl



### Materials Needed

1. Clean Water Storage Container
2. Clean Water
3. Clean Water Serving Utensil

## Description

- ❖ Before strenuous outdoor sports are participated in, the Sports Minister will address the student body on the importance of staying hydrated
- ❖ During the activity, the Sports Minister will act as a referee for students who should drink water. This will require the Sports Minister to track the water intake of each participating student and remind those who have not replenished their fluids adequately.
  - If possible, the Sports Minister could bring clean water to those who need it

## Differentiation

**Primary Students:** Sports Minister will be responsible for tracking and reminding students when to get water, but depending on age, may need an adult or older minister to assist in the pre-activity discussion or in bringing water to participating students

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to get clean water to drink

**Primary Students:** Should be reminded more frequently to drink clean water and may need to be reminded more than once before they comply with the instruction

### WASH Objective(s):

- ❖ Clean Drinking Water

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Drinking Water Practices

## Roles Addressed:

- ❖ Monitors sports activities

## Rationale:

**Sports Minister:** Student will learn leadership, tracking water intake of individuals, and responsibility

**General Student Body:** Students will learn the importance of not only remaining properly hydrated while playing sports but ensuring they are drinking *clean* water while hydrating

## Content Mastery Assessment:

**Sports Minister Will Be Able To:**

1. Explain the importance of remaining hydrated while playing sports
2. Explain the importance of drinking clean water and be able to identify dirty water risks

**Student Body Will Be Able To:**

1. Explain the importance of remaining hydrated while playing sports
2. Explain the importance of drinking clean water and be able to identify dirty water risks

## 2. Emergency!



### Materials Needed

1. Red marker (for pretend blood if available)
2. Practice bandages/ bandage material
3. Clean water
4. “Dirty” water
5. Antiseptic (if available)
6. Hand sanitizer/ soap (if available)

*\*If no materials are available, simply write the name of the medical supply on a piece of paper and ask the students to mime (as if actually using the material)*

## Description

- ❖ Sports Minister will lead general student body in a role play in which two students were playing a sport and injured each other
- ❖ Students will work in teams to clean and dress the wounds of the injured students.
- ❖ However, one team will be told where to find all the medical supplies/ clean water before the activity while the other team will not be told where to find clean supplies
- ❖ If medical supplies are generally kept in one place that all students would know, one team could be blindfolded/asked to close their eyes to increase the difficulty and represent “not being prepared” for an emergency situation
- ❖ Practice medical supplies (“pre-used” bandages, open containers of water, etc.) should be placed in easy sight with the sterile supplies
- ❖ With the rest of the student body watching the two teams should work as fast as possible to clean and dress the wounds.
- ❖ Once one team finishes, the Sports Minister will ask the observing students what they notice about the performance of each team
  - Are there any health concerns with the medical supplies used?
  - Did anyone wash their hands before treating the wounds?
  - Which team finished first and why?
  - If both teams performed very well regardless of one team’s advantage, Sports Minister can still discuss the *possible* health risks that could have been encountered.
  - Sports Minister will finish the live demonstration by explaining the importance of clean water practices and wound treatment.

## Differentiation

**Primary Students:** Sports Minister will be responsible for assisting an older Sports Minister or teacher in the completion of this activity rather than leading the demonstration independently. Sports Minister could still debrief the situation with the student body with a prepared list of questions to ask students about the demonstration.

**Health Minister:** One of the Health Minister’s major responsibilities is to inform students and community members about disease transmission. This could be an excellent way to combine Child Cabinet roles by asking the Health Minister to explain how the wound could become infected by using dirty bandages/ not using soap or washing one’s hands before treating a wound.

*\*Note: The Sports Minister should still lead this activity, the Health Minister would simply assist in the post-demonstration conversation*

## Accommodations

**Students with Disabilities:** May need additional time to complete this activity or may need to be paired with a fellow student depending on their role.

**Primary Students:** Depending on the age of the students, it may be best for older students to complete the task with younger students simply observing.

**Disadvantaged Students:** It will be important to list alternatives to each medical supply that could possibly be found in the homes of disadvantaged students or nature. Disadvantaged students may not have all necessary medical supplies at home and so, should be educated about alternatives they could use if those used in class are unavailable.

## WASH Objective(s):

- ❖ Disease Transmission

## Swachh Vidyalaya Puraskar Topic(s):

- ❖ Sanitation Practices

## Roles Addressed:

- ❖ Motivates children in participation in co-curricular activities/ helps teachers in the conduct of various activities

## Rationale:

**Sports Minister Sports Minister:** Student will learn leadership and presentation skills

**General Student Body:** Students will learn how to properly treat wounds so that diseases/ infections are not spread

## Content Mastery Assessment:

### **Sports Minister Will Be Able To:**

1. Coordinate a live demonstration with peers
2. Lead a discussion of proper sanitation of wounds

### **Student Body Will Be Able To:**

1. Recognize all health risks demonstrated in the role play
2. Explain the importance of sanitation when it comes to cleaning and dressing wound

### 3. WASH Songs



#### Materials Needed

1. Printed song lyrics (if possible)

#### Description

- ❖ Sports Minister should lead students who want to participate in a cultural activity in learning the song lyrics and motions associated with the following songs. These songs are examples and can be adapted to teach different lessons. If the school already teaches WASH practices in songs, these songs should be incorporated into this section as well.
- ❖ **Wash, Wash, Wash your Hands** (to the tune of “Row, Row, Row your Boat”)  
[Adapted from Halsey’s Schools]
  - Wash, wash, wash your hands (**Motion:** Hand-washing motion 6)
  - Use soap to make them clean (**Motion:** Pretend to use soap)
  - Scrub them here. Scrum them there. (**Motion:** Hand-washing motions 1 & 2)
  - Scrub them in between. (**Motion:** Hand-washing motion 3)
  
  - Wash, wash, wash your hands (**Motion:** Hand-washing motion 6)
  - Play our handy game (**Motion:** Hand-washing motion 4)
  - Rub and scrub and Scrub and rub. (**Motion:** Hand-washing motion 5)
  - Germs go down the drain. (**Motion:** Shake hands dry)

Row row row your boat gent- ly down the stream,

Mer-ri- ly, mer-ri- ly, mer-ri- ly, mer-ri- ly, Life is but a dream.

❖ “**This is the Way**” (to the tune of “The Wheels on the Bus”)

- This is the way we wash our face, wash our face, wash our face. This is the way we wash our face, early in the morning.
  - **Motion:** Splashing water onto face and rubbing
- This is the way we comb our hair, comb our hair, comb our hair. This is the way we comb our hair. Early in the morning
  - **Motion:** Pretending to comb hair
- This is the way we brush our teeth, brush our teeth, brush our teeth. This is the way we brush our teeth, early in the morning.
  - **Motion:** Pretending to brush teeth
- This is the way we cut our nails, cut our nails, cut our nails. This is the way we cut our nails. Early in the morning.
  - **Motion:** Pretending to cut finger and toe nails
- This is the way we cough and sneeze, cough and sneeze, cough and sneeze. This is the way we cough and sneeze, early in the morning.
  - **Motion:** Pretending to cough or sneeze in one’s elbow rather than hand (to avoid spreading germs by hand contact)
- *This progression is continued until all personal hygiene activities have been covered.*

The wheels on the bus go round and round,  
The wipers on the bus go swish swish swish,  
round and round,  
swish swish swish,

5  
round and round the wheels on the bus go round and round all through the town.  
swish swish swish, the wipers on the bus go swish swish swish, all through the town.

### Differentiation

**Primary Students:** Younger students will need to be taught the songs and motions by an adult before being asked to teach fellow students. The first time songs are taught, a younger minister may need to simply assist an older minister or designated teacher.

**Secondary Students:** To make this activity more interactive for older students, once a few hygiene habits have been presented to students the Sports Minister can ask the student body if they can think of any other they can incorporate into the song.

### Accommodations

**Low-Performing Students:** If students struggle in any way to learn the lyrics or motions of the songs, the student should be given a peer mentor or given additional time to practice the lyrics and motions.

### WASH Objective(s):

- ❖ Hand Washing
- ❖ General Hygiene Practices

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Sanitation Practices

### Roles Addressed:

- ❖ Monitoring Cultural Activities

## **Rationale:**

**Sports Minister:** Student will learn leadership and the importance of not only proper hand-washing, but daily hygiene habits for all individuals.

**General Student Body:** Students will learn a fun and easy way to remember the 6 hand-washing steps as well as the general hygiene practices they should be practicing daily.

**Community:** Using songs and motions should easily engage younger students and can be taught to parents and siblings at home to continue the WASH conversation at home.

## **Content Mastery Assessment:**

### **Sports Minister Will Be Able To:**

1. Explain the importance of correctly following the 6 steps of hand-washing (especially disease and transmission prevention)
2. Explain the importance of practicing general hygiene daily (how does washing and combing one's hair, cutting one's nails, washing one's clothes, face, feet, etc. lead to increased health?)

### **Student Body Will Be Able To:**

1. Name and demonstrate the six steps of hand-washing
2. Explain the importance of proper hand-washing in terms of preventing disease and the transmission of infections
3. Name the general hygiene practices students should practice daily to weekly
4. Explain the importance of these general hygiene habits to ensure they remain as healthy as possible

# Health Minister Activities

With specific responsibilities related to the health and wellness of the student body, the Health Minister's role directly relates to the implementation and monitoring of proper WASH practices in the school. The following activities simply serve to involve and engage the greater student body in proper WASH practices.

## *1. Germ Blob Tag*



### Materials Needed

1. If available, different colored cloth/paper the “germ” can wear so others know who will be trying to tag them

## Description

- ❖ Health Minister will begin the game by discussing different communicable diseases and how they are transmitted.
- ❖ Health Minister will then present the rules to the game:
  - Students will line up on one side of a field
  - One student will be placed in the middle as a “germ”
  - Students will be trying to reach the other side which will be “getting home safely without infection”
  - Once all students have reached one side, those that were tagged are now in the middle and must link up as a “germ”
  - Repeat steps a-d until all students are tagged (infected)
- ❖ At the end of the game, the Health Minister will ask the students what they learned during the game? (Ex: How were they infected?).
- ❖ The Health Minister will then describe different ways to stop transmission such as properly washing hands, covering the mouth while coughing, not drinking or eating after an infected person, etc.

## Differentiation

**Germ Blob Tag:** Another option for this game could be having another student represent “soap & water” or “using a tissue” or “covering your mouth when coughing” and allow them to tag those in the germ chain. If they tag a student, the student is then “cured” and can resume “running home”

**Germ Freeze Tag:** Another version of the game could be where several students are placed in the center of the field as “germs” and several other students are placed in the center as “soap & water.”

If a germ tags a student they are frozen (unable to get home safely) until soap & water tags them (to represent washing their hands of the germs). Once an “infected/ frozen” student is tagged by a “soap & water” student, they may continue running home.

**Multi-Germ Tag:** Another version of the game could have several students in the middle with different colored cloth/ signs to represent different communicable diseases (transmitted by air, touch, etc.). Students can be “safe” from being tagged if they perform the action that would stop the respective germ’s transmission (Ex: “washing hands motion” would not allow a “touch germ” to tag a student until they stop the motion).

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student to help them avoid getting tagged or simply given “2 tags” before being added to the “germ chain”

**Primary Students:** Depending on age, should be restricted to the simpler versions of the game (as the multiple communicable disease version may be too complicated)

**Disadvantaged Students:** Disadvantaged students may not have soap and water or napkins readily available at home. The Health Minister should be sensitive to this and offer possible alternatives (avoiding contact with others if sick, using a reusable cloth as a tissue as long as it is washed regularly and not used for other cleaning activities, etc.)

### WASH Objective(s):

- ❖ Disease Transmission
- ❖ Daily Handwashing

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Sanitation Practices
- ❖ Daily Handwashing

## Roles Addressed:

- ❖ Create awareness of communicable diseases – mode of transmission, prevention, and treatment

## Rationale:

**Health Minister:** Student will learn leadership, presentation skills, and coordination of an activity

**General Student Body:** Students will learn how diseases can be transmitted as well as ways to stop transmission through a fun and interactive game

**Community:** Students could easily play this game at home and explain the rules to family/ community members as a way of promoting the importance of WASH practices at home as well.

## Content Mastery Assessment:

### **Health Minister Will Be Able To:**

1. Describe communicable diseases, their pathways of transmission, and ways to avoid transmission

### **Student Body Will Be Able To:**

1. Name communicable diseases
2. Identify pathways of transmission for each disease
3. List ways to combat transmission
4. Describe the importance of hygiene and sanitation in remaining health

## 2. Water Testing



### Materials Needed

1. Water testing kit (provided by school or SaciWATERS)

### Description

- ❖ Each month, the Health Minister will be responsible for testing the drinking water of the school.
- ❖ To do this, the Health Minister should:
  - Collect a clean water sample
  - Insert water test strip into the sample
  - Analyze the color of the test paper to determine any contaminants in the water
  - Determine if, based on the color of the test strip, the water is safe to drink
  - If not, the student needs to know how to treat it or make an appropriate adult aware so the water *can* be properly treated before drinking/washing.

- ❖ Additionally, the Health Minister should present this information to the general student body and complete a live demonstration that students can watch to understand how water is tested
- ❖ The Health Minister should then lead a discussion with students about:
  - The importance of testing all water before drinking it or using it to wash utensils/food
  - How to properly store and handle drinking water to avoid contamination once the water has tested positive for being safe to drink
  - Ways to treat water that proves to be unclean (i.e. boiling it, using iodine tablets if available, collecting water from a different source, etc.)
- ❖ The Health Minister should also hold a question and answer period so students' questions can be addressed (teachers may need to intervene if the Health Minister cannot answer a question or answers a question incorrectly)

### Differentiation

**Primary Students:** Health Minister should only assist an older student or teacher with testing drinking water daily. However, they can still lead discussions with peers about why even clean-looking water can be dirty and unsafe to drink.

### Accommodations

**Students with Disabilities:** Will need to be paired with a fellow student or teacher to complete this task

**Primary Students:** Will need to be assisted by older students or a teacher for the completion of this task

**Disadvantaged Students:** Disadvantaged students may not have water testing kits at home. The Health Minister should be sensitive to this and be sure to describe the proper water treatment techniques that should be used if the student is unsure if the water they are using is clean or not.

### WASH Objective(s):

- ❖ Clean Drinking Water

### Swachh Vidyalaya Puraskar

#### Topic(s):

- ❖ Drinking Water

### Roles Addressed:

- ❖ Monitors proper storage and safe handling of water

## **Rationale:**

**Health Minister:** Student will learn leadership, presentation skills, and responsibility

**General Student Body:** Students will learn the importance of clean water, how to test if water is safe to drink, common water contamination practices to avoid, and ways to treat unclean water

## **Content Mastery Assessment:**

### **Health Minister Will Be Able To:**

1. Accurately test the school's drinking and washing water daily
2. Assess what each resulting test strip color represents and if that indicates whether the water is safe to drink or not
3. Explain the importance of testing and treating water before drinking it or using it to wash (even if it looks clean)
4. Answer student questions about clean water testing and usage

### **Student Body Will Be Able To:**

1. Explain why it is important for water to be determined as clean before drinking/ using to wash
2. Know how water is tested (in the event that they have a water testing kit available)
3. List the ways to treat water so that it can be safely used if it is determined to be unclean

### **3. Race to the Restroom**



#### **Materials Needed**

1. 2 buckets of water
2. 2 bars of soap (if available)

#### **Description**

- ❖ Health Minister will then present the rules to the game:
- ❖ Students will line up on one side of a field
  - Two students per team will be placed on the other side of the field (one to verify that students are completing all 6 hand-washing steps, the other to pour water from the bucket onto their teammate's hands)
  - Each bucket should have an equal amount of water
  - One student per team will race across field to their team member with the bucket
  - The student with the bucket will pour water onto the other student's hands
  - The student will properly wash their hands according to SaciWATERs six step process.
  - One student from the OPPOSITE team will verify that each student uses all 6 steps correctly
  - Once verified, the student washing their hands will run back to the other side of the field
  - Once the student arrives at their team's line, the next team member will run across the field to wash their hands

- ❖ At the end of the game, the team who washes the most hands with the water in the bucket wins
- ❖ After explaining the rules to the group, the Health Minister will divide students into two groups
- ❖ Health Minister will then choose 2 students to dispense water for each team and 2 students to verify that all students correctly follow the 6 handwashing steps
- ❖ The 2 students verifying steps should be checking the OPPOSITE team's performance to ensure each student is evaluated objectively
- ❖ After the game concludes, the Health Minister will lead a discussion about what the game teaches students about water conservation and proper hand-washing.
- ❖ Questions could include:
  - Why is washing hands important?
  - What may happen if you do not wash your hands?
  - When should you wash your hands?
  - What are good ways to wash hands?
  - Can anyone wash hands?
  - Who does sometimes not wash hands? Why? What can be done?
  - Why do we want to save water?
  - How can we do this?
  - Do we waste water in our school/home/community? What can we do about it?
  - For older children: Which diseases are spread through lack of handwashing?

## Differentiation

**Other Hygiene Races:** Other options for this game could be...

- Face Washing
- Hair Combing
- Nail Cutting
- Teeth Brushing
- Ear Cleaning
- Clothes Washing
- Feet Washing

## Accommodations

**Students with Disabilities:** May need to be equally separated between teams as to expect both teams to finish around the same time. Could be given a head start at the beginning of the activity.

**Primary Students:** Could be the dispenser (the one pouring the water) but an older student or teacher should accompany the student to verify the handwashing techniques are correct.

**Disadvantaged Students:** At the end of the discussion, the Health Minister should also try to incorporate other alternatives to the lesson being taught if disadvantaged students may not have the resources available

## WASH Objective(s):

- ❖ All

## Swachh Vidyalaya Puraskar Topic(s):

- ❖ Sanitation Practices
- ❖ Daily Handwashing

## Roles Addressed:

- ❖ Create awareness of water scarcity and the proper handwashing technique

## Rationale:

**Health Minister:** Student will learn leadership, presentation skills, and coordination of an activity.

**General Student Body:** Students will learn the importance of not wasting water and how to properly wash hands

**Community:** Students could easily play this game at home and explain the rules to family/ community members as a way of promoting the importance of WASH practices at home as well.

## Content Mastery Assessment:

### **Health Minister Will Be Able To:**

1. Describe the 6 steps of proper handwashing and its importance
2. Describe the importance and ways to conserve water

### **Student Body Will Be Able To:**

1. Describe the importance of hygiene and sanitation in remaining healthy
2. Describe the importance of water conservation
3. Properly wash hands according to the six step process

# Education & Environment Minister Activities

Some of the Environment Minister's responsibilities directly relate to WASH in terms of maintaining a safe and sanitary school environment. This is especially true for maintaining the sanitation facilities of the school (if available). The following activities simply serve to involve and engage the greater student body in proper WASH practices in terms of caring for the school environment.

## 1. WASH Expedition



### Materials Needed

1. Paper and pencils (for teams to write down their observations),
2. Trash bags/ dustbins and gloves (for when teams resolve identified health risks)

## Description

- ❖ The Environment Minister will lead the student body in a discussion about potential health risks and unnecessary waste possibly present in the school's environment (leaking pipes, lights left on, trash on the ground, food waste thrown out, etc.)
- ❖ Then the Environment Minister will divide the student body into teams of 3-5 and ask students to walk around the entire school facility and ask each team to list out all the health risks/ waste they observe.
- ❖ The team with the most thorough and credible list will "win" the game.
- ❖ Once the "winner" has been determined, each team will be tasked with resolving the health risk/ unnecessary waste (ex: turning off unnecessary lights, picking up trash, putting Mid-Day Meal waste in the compost pit rather than the garbage bin, etc.)
- ❖ To conclude, the Environment Minister will ask students questions about why it is important to maintain a sanitary and healthy school (and home environment).
- ❖ These questions should be specific:
  - Why is it better to put food waste in the compost pit rather than in the garbage bin?
  - Why is it important to pick up trash and correctly dispose of it rather than leave it lying on the ground?
  - Why should leaking pipes be resolved immediately?

## Differentiation

**Primary Students:** Environment Minister will be responsible for assisting an older Environment Minister or teacher in the completion of this activity rather than coordinating the activity independently. Younger Environment Minister's can still lead a discussion about the environmental health risks to identify as long as a predetermined list is provided.

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete this task.

**Primary Students:** May need to be assisted by older students for the completion of this task

**Disadvantaged Students:** Families of disadvantaged students may not be educated on the importance of maintaining a sanitary and healthy home environment and may not follow the sanitary practices taught at school. The Environment Minister should be advised to be sensitive to this and discuss ways of demonstrating positive examples at home and speaking up (respectfully) when given the opportunity to explain the importance of maintaining a healthy home environment. (This discussion may need to be lead/ overseen by a teacher – especially for primary school Environment Minister's).

### WASH Objective(s):

- ❖ Proper Waste Disposal

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Operation & Maintenance
- ❖ Enhanced School Capabilities

### Roles Addressed:

- ❖ Monitors gardening activities
- ❖ Proper disposal of waste
- ❖ Arranges and implements compost pit
- ❖ Conservation of energy

### Rationale:

**Environment Minister:** Student will learn leadership, organization, and presentation skills

**General Student Body:** Students will learn the importance of sustaining a clean environment in order to maintain health

**Community:** Students can continue these practices at home in order to educate their families and the community at large about the importance of maintaining a clean and healthy home

### Content Mastery Assessment:

#### **Environment Minister Will Be Able To:**

1. Lead students in a discussion about possible health risks/ unnecessary wastes found in every environment
2. Be able to identify and offer remedies for health risks/ unnecessary wastes found around the school's environment
3. Discuss ways students can continue positive behaviors learned even at home so family members can also be educated on the importance of maintaining a sanitary and healthy home environment

#### **Student Body Will Be Able To:**

1. Independently identify health risks possible in any environment
2. Explain the importance of maintaining a sanitary and healthy environment (at school and at home)
3. Know the proper procedure to remedy identified health risks/ unnecessary waste

## *2. Innovation Challenge*



### Materials Needed

Paper and pencils/ colored pencils (if available)

### Description

- ❖ The Environment Minister will lead the student body in a discussion about the importance of properly maintaining school facilities and resources (such a library books)
- ❖ Then the Environment Minister will instruct students to illustrate a feasible “way of the future” for any number of current processes (ex: an innovative way to maintain the garden and compost pit or an easier way to properly collect trash)
- ❖ Students will then present their illustration to the class and explain their idea for improving the current processes at the school to make them better and/or easier
- ❖ Several “awards” can be given for “best illustration,” “most creative idea,” and “most feasible idea” (which should then try to be implemented at the school! If the idea is implemented, word should be sent home to parents to explain the child’s positive contribution to the school)
- ❖ To conclude, the Environment Minister will ask students questions about why it is important to maintain a sanitary and healthy environment (until the all the “ways of the future” can be implemented)

## Differentiation

**Primary Students:** The teacher or older Environment Minister may need to lead this activity but primary school students can still participate. Rather than constraining the activity to “feasible” solutions, the students should be asked to think of any creative process to complete necessary tasks (i.e. maintaining the garden and compost pit, properly disposing of trash, turning off lights when unneeded, etc.)

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete this task.

**Primary Students:** May need to be assisted by older students for the completion of this task

**Disadvantaged Students:** Families of disadvantaged students may not be educated on the importance of maintaining a sanitary and healthy home environment and may not follow the sanitary practices taught at school. The Environment Minister should be advised to be sensitive to this and discuss ways of demonstrating positive examples at home and discussing the activity they completed at school in a respectful way so as to involve family members with their WASH curriculum.

### WASH Objective(s):

- ❖ Proper Waste Disposal

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Operation & Maintenance
- ❖ Enhanced School Capabilities

### Roles Addressed:

- ❖ Monitors gardening activities
- ❖ Proper disposal of waste
- ❖ Arranges and implements compost pit
- ❖ Conservation of energy
- ❖ Monitoring library book usage

## **Rationale:**

**Environment Minister:** Student will learn leadership and presentation skills

**General Student Body:** Students will learn presentation and creativity skills as well as the importance of sustaining a clean, orderly environment in order to maintain health

**Community:** Students can continue these practices at home in order to educate their families and the community at large about the importance of maintaining a clean and healthy home

## **Content Mastery Assessment:**

### **Environment Minister Will Be Able To:**

1. Lead students in a discussion about possible health risks/ unnecessary wastes found in every environment
2. Discuss ways students can continue positive behaviors learned even at home so family members can also be educated on the importance of maintaining a sanitary and healthy home environment

### **Student Body Will Be Able To:**

1. Identify necessary processes that maintain the sanitation and health of the school environment
2. Explain the importance of maintaining a sanitary and healthy environment (at school and at home)
3. Know the proper procedure to remedy identified health risks/ unnecessary wastes

### **3. Recycling Art Show**



#### **Materials Needed**

Dry Trash, tape, glue, scissors, markers, twine, etc. (as available)

#### **Description**

1. Environment Minister will collect dry trash from dustbins around the school to ensure there is enough material for every student to create a unique art piece.
2. Environment Minister will lead a discussion with students about the importance of correctly sorting trash and rethinking, recycling, or reusing dry waste whenever possible (rather than simply throwing possibly reusable trash away to be taken to a landfill)
3. Environment Minister should extend this conversation for older peers to discuss how reducing waste in landfills decreases the use of energy usage for the community as well as pollution to the environment.
4. Once this discussion has been conducted, the Environment Minister should provide peers with the collected dry waste and ask students to be creative in forming art pieces from the trash.
5. The Environment Minister will then be responsible to properly store the art pieces once they are completed so that the pieces can be displayed at an after-school art show.
6. The Environment Minister will be responsible for scheduling and coordinating a day for parents to come to the school to view the artwork. This should be an after-school program so that the timing does not interfere with the daily curriculum and more parents are able to attend.

## Differentiation

**Primary Students:** Environment Minister will be responsible for assisting an older Environment Minister or teacher in the completion of this activity rather than coordinating the event independently. This lesson may also need to be limited to a discussion of the importance of rethinking, reusing, and recycling in the school and home rather than the greater community.

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete this activity

**Primary Students:** May need to be assisted by older students or the teacher for the completion of this task

**Disadvantaged Students:** Parents of disadvantaged students may not be able to attend the art show. This should be foreseen and students should still be encouraged to attend and teachers should ensure that all students receive equal attention at the event. Parents in attendance should also be encouraged to look at *all* student work rather than focusing solely on their own student's work.

### WASH Objective(s):

- ❖ Proper Waste Disposal
- ❖ Conservation of Energy

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Operation & Maintenance
- ❖ Enhanced School Capabilities

## Roles Addressed:

- ❖ Rethink. Reuse. Recycle.

## Rationale:

**Environment Minister:** Student will learn leadership, organization, and coordination of events

**General Student Body:** Students will learn presentation skills, community engagement, and increased WASH adoption by presenting and reflecting on the recycled art they created

**Community:** Parents and community members will get to see the creative artwork their children completed and learn about the importance of Rethink. Reuse. Recycle. practices which are transferable to the home

## **Content Mastery Assessment:**

### **Environment Minister Will Be Able To:**

1. Formulate a schedule for the event (including date, time, and location)
2. Coordinate presentation of artwork by each student

### **Student Body Will Be Able To:**

1. Create a presentation for parents and community members
2. Display student work attractively
3. Verbalize the importance of Rethink. Reuse. Recycle. both at school, at home, and in the community

## **Food Minister Activities**

With the main responsibility of Food Minister being the proper handling, preparation, serving, and storage of food, the Food Minister's role directly relates to WASH practices in terms of properly hand-washing before handling food, as well as properly washing food items before serving.

### **1. Choose Your Own Adventure**



#### **Materials Needed**

Paper and writing utensils

## Description

- ❖ The Food Minister will lead the student body in a discussion about the importance of proper food safety (in terms of food handling, preparation, serving, and storage). This discussion should include consequences of not following proper food handling procedures (i.e. illness, disease transmission, etc.) as well as possible remedies if food is at risk for contamination (i.e. refrigerating meat that has been left out, covering food once it has been prepared, wash utensils that were used in food preparation before being used for serving, etc.)
- ❖ Then the Food Minister will offer students a writing prompt/ introduction and ask students to complete their own story using the concepts just discussed (Ex: “Your brother or sister went to the bathroom but forgot to wash their hands before helping to prepare dinner...” or “your mom only rinsed the knife she used to butcher a chicken with water before using it to cut the rest of the ingredients for the meal...”)
- ❖ Students will then present their written stories to the class and explain what they have learned from their story
- ❖ Several “awards” can be given for “favorite story” (determined by class vote), “most creative story,” and “funniest story”
- ❖ To conclude, the Food Minister will quiz students about why it is important to follow proper WASH practices when it comes to handling food

## Differentiation

**Primary Students:** Depending on the age group, students may need to be provided with more information than just a story prompt/ introduction. Rather, they could simply imagine the ending to the story. This would be done by calling on students and allowing them to verbally tell their ending (rather than requiring them to write if writing skills are not yet proficient).

For very young students, a story may need to be created by the teacher and read to them directly rather than asking them to complete the story.

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete certain tasks

**Primary Students:** See above

**Disadvantaged Students:** Families of disadvantaged students may not be educated on the importance of safe food handling and may not follow the sanitary practices taught at school. The Food Minister should be advised to be sensitive to this and discuss ways of demonstrating positive examples at home and discussing the activity they completed at school in a respectful way so as to involve family members with their WASH curriculum.

### WASH Objective(s):

- ❖ Safe Drinking Water
- ❖ Daily Handwashing

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Daily Handwashing
- ❖ Operations & Maintenance

### Roles Addressed:

- ❖ Monitoring whether food handling staff wash hands with soap before handling food – cooking and serving
- ❖ Monitoring Mid-Day Meal and checks if cooked meals are covered properly
- ❖ Monitoring whether cooking and serving utensils used in Mid-Day Meal are washed properly
- ❖ Monitoring cleanliness of the kitchen shed and kitchen garden

### Rationale:

**Food Minister:** Student will learn leadership and presentation skills

**General Student Body:** Students will learn logical reasoning and presentation skills as well as the the possible consequences of not following proper WASH practices when it comes to food handling, preparation, serving, and storage

**Community:** Students can continue this discussion at home by taking their assignments home in order to educate their families and the community at large about the importance of safe food handling

### Content Mastery Assessment:

**Food Minister Will Be Able To:**

1. Lead students in a discussion of what safe food handling practices are and the importance of following these practices
2. Provide remedies for possible food contamination

**Student Body Will Be Able To:**

1. Independently identify proper food handling, preparation, serving, and storage
2. Explain the importance of following safe food handling practices and identify the possible consequences of not doing so
3. Know the procedure to remedy identified improper food handling practices/ food contamination risks

## 2. Germ Mapping



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### Materials Needed

Writing surface and writing utensils (may want to use string/wire if available)

### Description

- ❖ The Food Minister will lead the student body in a discussion about the importance of proper food safety (in terms of food handling, preparation, serving, and storage). This discussion should include consequences of not following proper food handling procedures (i.e. illness, disease transmission, etc.) as well as possible remedies if food is at risk for contamination (i.e. refrigerating meat that has been left out, covering food once it has been prepared, wash utensils that were used in food preparation before being used for serving, etc.)

- ❖ Then the Food Minister will draw a picture of a contaminated food (ex: undercooked meat which had been sitting out, uncovered before serving) to start the activity.
  - The Food Minister will then lead students asking “how is this food contaminated/ get contaminated?”
- ❖ Students could mention things like “flies could have laid larvae on the meat while it was sitting out and those larvae could be ingested by those who eat it” or “the meat could have been infected long before when the animal drank contaminated water.”
- ❖ In any scenario provided, students should draw lines from their initial picture showing the past or future contamination step until the entire cycle is complete.
- ❖ Students should label both the pathway and describe the pictures they draw as the past/next step.
- ❖ Students will then present their created “germ maps” to the class and explain what they have learned from their story
- ❖ Several “awards” can be given for “best germ map” (determined by class vote), “most accurate germ map,” and “most creative germ map” (as long as the map is still accurate)
- ❖ To conclude, the Food Minister will quiz students about why it is important to follow proper WASH practices when it comes to handling food in order to stop the spread of transmittable diseases

## Differentiation

**Primary Students:** Depending on the age group, students may need to be provided with a completed germ map and simply follow and label the path along with a teacher or older student.

For very young students, the activity could be presented as a story and completely told to the students by a teacher or older student rather than having them participate in its creation.

**Secondary Students:** This activity could also be done in groups/ pairs, rather than being completed independently. If writing resources are not available, this activity could even be done on a chalkboard/ in sand or dirt with students standing in a circle to see.

**Health Minister:** One of the Health Minister’s major responsibilities is to inform students and community members about disease transmission. This could be an excellent way to combine Child Cabinet roles by asking the Health Minister to explain how the germs traveled from outside the kitchen to the food inside the kitchen

*\*Note: The Food Minister should still lead this activity, the Health Minister would simply assist in the pre-activity conversation*

## Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete certain tasks

**Primary Students:** See above

**Disadvantaged Students:** Families of disadvantaged students may not be educated on the importance of safe food handling and may not follow the sanitary practices taught at school. The Food Minister should be advised to be sensitive to this and discuss ways of demonstrating positive examples at home and discussing the activity they completed at school in a respectful way so as to involve family members with their WASH curriculum.

### WASH Objective(s):

- ❖ Safe Drinking Water
- ❖ Daily Handwashing

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Daily Handwashing
- ❖ Operations & Maintenance

### Roles Addressed:

- ❖ Monitoring whether food handling staff wash hands with soap before handling food – cooking and serving
- ❖ Monitoring Mid-Day Meal and checks if cooked meals are covered properly
- ❖ Monitoring whether cooking and serving utensils used in Mid-Day Meal are washed properly
- ❖ Monitoring cleanliness of the kitchen shed and kitchen garden

### Rationale:

**Food Minister:** Student will learn leadership and presentation skills

**General Student Body:** Students will learn logical reasoning and presentation skills as well as the the possible consequences of not following proper WASH practices when it comes to food handling, preparation, serving, and storage

**Community:** Students can continue this discussion at home by taking their assignments home in order to educate their families and the community at large about the importance of safe food handling

## **Content Mastery Assessment:**

### **Food Minister Will Be Able To:**

1. Lead students in a discussion of the consequences of not following proper WASH food handling practices
2. Provide remedies for possible food contamination

### **Student Body Will Be Able To:**

1. Explain the contamination points where food can be exposed to germs and the consequences from that point
2. Know the procedure to remedy identified improper food handling practices/ food contamination risks

### ***3. Food Storage Superheroes***



#### **Materials Needed**

Pots with lids (if available)

#### **Description**

- ❖ The Food Minister will lead the student body in a discussion about the importance of proper food safety (in terms of food handling, preparation, serving, and storage). This discussion should include consequences of not following proper food handling procedures (i.e. illness, disease transmission, etc.) as well as possible remedies if food is at risk for contamination (i.e. refrigerating meat that has been left out, covering food once it has been prepared, wash utensils that were used in food preparation before being used for serving, etc.)

- ❖ Then the Food Minister will introduce the rules to the “Food Storage Superheroes” Game
  - If pots with lids are available, 6+ empty pots with lids should be placed in a line on a bench (if possible) to be off the ground. If not, pots can be placed on the ground in front of students.
  - 3 students should be lined on each side of the pots (one side should be the “superheroes,” the other the “super villains”)
  - Lids should be laid beside each pot to start on the “Superhero” side
  - “Superheroes” will be trying to place lids on the pots. “Super Villains” will be trying to take as many lids off as possible once the Food Minister says “go!”
  - After a 30-60 seconds, the Food Minister will say “stop” and the winners will be determined by the number of pots that are covered. (If a majority of pots are covered, the “Superheroes” win. If a majority of pots are uncovered, the “Supervillains” win).
- ❖ To conclude, the Food Minister will quiz students about why it is important to follow proper WASH practices when it comes to handling food

### Differentiation

**Primary Students:** The teacher or older Food Minister may need to lead this activity but primary school students can still participate.

**No Pots Available:** If no materials are available for the game, or if the Food Minister would like to include more students, rather than using pots, students can “be the pots” by folding one hand into a fist and using the other hand extended flat to cover their fist (like a lid covering the pot). To “place a lid on a pot” a “superhero” must simply tap the student’s fist. To “remove a lid from a pot” a “supervillain” must simply tap the student’s hand covering their fist. The winners are determined in the same way - if a majority of fists are covered, the “superheroes” win. If a majority of fists are uncovered, the “supervillains” win.

### Accommodations

**Students with Disabilities:** May need to be paired with a fellow student or teacher to complete this task or given more time to play the game rather than asking for speed.

**Primary Students:** May need to play the game once at a slow rate before increasing the speed.

**Disadvantaged Students:** Families of disadvantaged students may not be educated on the importance of maintaining sanitary food preparation and storage environments and may not follow the sanitary practices taught at school. The Food Minister should be advised to be sensitive to this and discuss ways of demonstrating positive examples at home and discussing the activity they completed at school in a respectful way so as to involve family members with their WASH curriculum.

### WASH Objective(s):

- ❖ Safe Food Preparation
- ❖ Safe Food Storage

### Swachh Vidyalaya Puraskar Topic(s):

- ❖ Operations & Maintenance

### Roles Addressed:

- ❖ Monitoring Mid-Day Meal and checks if cooked meals are covered properly
- ❖ Monitoring cleanliness of the kitchen shed and kitchen garden

### Rationale:

**Food Minister:** Student will learn leadership and presentation skills

**General Student Body:** Students will learn motor skills and improve reaction times while also learning the importance of properly covering and storing food

**Community:** Students can continue this discussion at home by playing the game at home in order to educate their families and the community at large about the importance of safe food handling

### Content Mastery Assessment:

**Food Minister Will Be Able To:**

1. Lead students in a discussion of what safe food handling practices are and the importance of following these practices

**Student Body Will Be Able To:**

4. Independently identify proper food handling, preparation, serving, and storage
5. Explain the importance of following safe food handling practices and identify the possible consequences of not doing so

*\*A majority of activities were adapted from Khama, Mendoza, Phiri, Rop, Snel, & Van Wijk (2004) - Participatory Education Activities for Children and Educators (PEACE). See <https://www.wsp.org/Hygiene-Sanitation-Water-Toolkit/Resources/Readings/Joyful%20learning%20-%20FINAL%20DRAFT-%2021MAY04%20part1%201.pdf> for more information.*

# Appendix: Pre-Made Forms

## Child Cabinet Meeting Attendance Sheet

Date: \_\_\_\_\_

### Ministers in Attendance:

<u>Name</u>	<u>Minister Role</u>

### Ministers Absent:

<u>Name</u>	<u>Minister Role</u>

### **Child Cabinet Meeting Exemplar Agenda**

- 1) **2 min** – Attendance (*use the preceding Child Cabinet Attendance Sheet*)
- 2) **5 min** – Prime Minister (Prime Minister) recaps what was discussed at the previous meeting
- 3) **15 min** – Each minister describes any progress that has been made since the last meeting and/or issues they have been encountering since the last meeting
  - a. **If a Comment Box has been implemented at the school, a review of these grievances should be reviewed at this time as well**
- 4) **30 min** – Prime minister leads a discussion of how each of the minister’s issues can be solved
  - a. Prime Minister should take input from all ministers for this brainstorming session
- 5) **2 min** – Prime Minister recognizes “Minister of the Month” based on their completed Minister Evaluation Form (being specific about why the minister received the highest score for the previous month)
- 6) **5 min** – Prime Minister will set the date and time for the next meeting (being sure to explain what will be revisited at the next meeting and discuss any deliverables that will need to be completed at the next meeting)
- 7) **1 min** – Prime Minister will ask if any minister has any lingering questions that they can address individually after the meeting concludes

## Minister Evaluation Form

### **Instructions:**

The Prime Minister can use this form to evaluate fellow ministers. The names of each minister should be recorded along with a numerical assessment of each minister's performance. This evaluation should be conducted before each Child Cabinet meeting.

### **Scoring:**

The Prime Minister should read each category and circle the number that best represents that minister's current performance (**1 = poor, 2 = needs improvement, 3 = average, 4 = good, 5 = excellent**). The Prime Minister should be able to site specific evidence for each category. If specific evidence cannot be cited, a 4 or 5 should be given for the category. Then, all circled numbers should be added to find each minister's total score (both numerically and as a percent).

### **Feedback:**

1. If a minister's performance falls below a 4 in a certain area, feedback should be given to the minister so that they can improve their score. Progress should then be tracked with the next evaluation. If the minister does not improve, the Prime Minister should address the issue with a designated adult.
2. If a minister receives a 5 in a certain area, public praise should be given to the minister at the next Child Cabinet meeting. "Minister of the Month" could be announced each meeting for the highest performing minister! (Only percentage scores should be compared).
3. Poor performance should be addressed with humility and support. It is best to address the issue in private either before or after the meeting, rather than publicly during the meeting. If a minister fails to improve, the involvement of a designated adult may be necessary. Ultimately, if a minister consistently fails to improve performance, the post may need to be given to another student. This decision should only be made with the involvement of a designated adult after the minister has been given opportunities to improve.

Sports & Cultural Minister (1 = Poor, 5 = Excellent)	Health Minister (1 = Poor, 5 = Excellent)	Education & Environmental Minister (1 = Poor, 5 = Excellent)	Food Minister (1 = Poor, 5 = Excellent)
Student Name:	Student Name:	Student Name:	Student Name:
Student Grade:	Student Grade:	Student Grade:	Student Grade:
Sports & cultural activities are organized and implemented	Personal hygiene of students is monitored daily	Library book usage is monitored	Food handling staff handwashing is monitored daily
Sports materials are properly maintained	Proper handwashing is monitored at critical times	Subject clubs and activities are coordinated	MDM and cooled meal storage is monitored daily
Height & weight of students is regularly assessed	Proper storage and safe handling of water is monitored	Gardening activities are monitored	Washing of cooking and serving utensils for MDM are monitored daily
Bala Sabhas is coordinated and executed	Minister creates awareness of disease transmission in the school and community	Waste is properly disposed of	Kitchen garden and shed cleanliness are monitored
Minister encourages motivation of students to participate in activities	Minister appropriately addresses and resolves negative behaviors observed	Compost pit is implemented and monitored	Minister appropriately addresses and resolves negative behaviors observed
Minister appropriately addresses and resolves negative behaviors observed		Conservation of energy is advocated for (switching off lights and fans when not in use, turning off taps, ensure pipes are in working order, etc.)	
		Minister appropriately addresses and resolves negative behaviors observed	
Total Score (Add all circled numbers):	Total Score (Add all circled numbers):	Total Score (Add all circled numbers):	Total Score (Add all circled numbers):
Score as percent (Divide Total Score by 30):	Score as percent (Divide Total Score by 25):	Score as percent (Divide Total Score by 35):	Score as percent (Divide Total Score by 25):

### Minister of the Month Award

#### **Instructions:**

If desired, once all ministers have been accurately evaluated by the Prime Minister (or designated teacher) this form can be printed/ copied to be presented to the minister with the highest score.

The “winning” minister should be encouraged to take the certificate home to their parents to encourage further WASH conversations in the child’s home.

# MINISTER OF THE MONTH

THIS ACKNOWLEDGES THAT

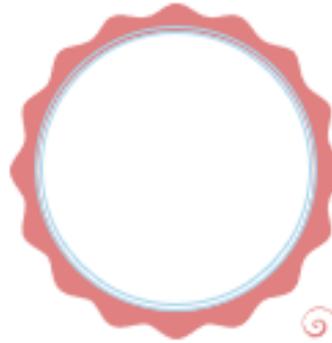
Recipient's Name

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HAS BEEN SELECTED AS THIS MONTH'S M.O.T.M.

For exceptional completion of all minister roles and responsibilities



MONTH, DAY  
YEAR

SIGNED, *Signatory Name*, Signatory Title

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**SaciWATERS**  
SOUTH ASIA CONSORTIUM FOR INTERDISCIPLINARY  
WATER RESOURCES STUDIES

## Attendance Tracking Sheet

### **Instructions:**

1. The date the attendance is being taken should be recorded at the top of the attendance sheet. Ideally, attendance should be taken every day at the morning meeting. If this is not possible, attendance should be tracked at least once weekly.
2. The first and last name of each student should be recorded as well as their class level. Then, a mark should be made recording if the student is present OR absent. If a student is absent, it is the responsibility of the Environment Minister to find out why. Each time attendance is taken, the Environment Minister should inform a designated teacher or the head teacher about what students are absent and why.
3. **If a student is absent for 2 or more days in a row without the school being informed as to why**, the Environment Minister should work with a designated teacher or head teacher to find out why and address the issue with the student's parents.

