

TEACHER GUIDE



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Several sources were consulted for the writing of different parts of this guide. They include the following:

UNICEF: 'Water, Sanitation and Hygiene (WASH) in Schools' https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

Save the Children: Child Participation Monitoring & Evaluation Toolkit
http://www.savethechildren.org.uk/sites/default/files/images/ME_Toolkit_Booklet_3.pdf

'Save the Children School Club Toolkit'
<http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/HSCLUBKITJULY2009.PDF>

'Child-to-Child: A Practical Guide – Empowering Children as Active Citizens'
http://www.childtochild.org.uk/wp-content/uploads/2014/10/Child_to_Child-Empowering_Children_As_Active_Citizens_Practical_Guide.pdf

Centre for Evaluation Innovation: 'The Advocacy Strategy Framework'
<http://www.evaluationinnovation.org/publications/advocacy-strategy-framework>

The Systems Thinker: 'Learning about Connection Circles'
<https://thesystemsthinker.com/learning-about-connection-circles/>

'How Change Happens' by Duncan Green, specifically Part 1, Chapter 2: 'Power lies at the heart of change'
<http://how-change-happens.com>

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Arts for Advocacy

TEACHER GUIDE

Western Pacific Sanitation
Marketing & Innovation Project





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INTRODUCTION

Hello!

This guidebook helps teachers to support any club or group in your school that is interested in making sure that everyone in the school has access to safe drinking water, safe toilets and good hygiene behaviour. Inside this guidebook you will revisit important principles of child participation, and how to support children and young people in activities where they take the lead and show that they can have a voice in making positive changes in your school and community. You will learn what the word 'advocacy' means, as well as how to support children and young people through processes that will help them plan and implement fun events and activities in your school and community.

This guidebook has been written as a companion to the student guidebook. The student guidebook is written so that students around age 11 and older can work through each activity themselves, but it is always better if there is a teacher or an adult to help them when they have questions. The advocacy process outlined in this guidebook is not something you work through in an afternoon, but it is something that you can support students to work through over several weeks. The student WASH Clubs may only plan three or four big advocacy events in a year.

The activities in this guidebook focus on water, sanitation and hygiene (what we call WASH), but the advocacy planning process given will help students build confidence to use their new skills to advocate for positive change in many other areas too. Why is the word 'Art' in the title? This is because art such as painting, photography, video, drama, music, stories and dance can be used to inspire people to change their thinking and actions.

This Arts for Advocacy Teacher Guide is brand new – you are the first teachers to use these lesson plans and activities. Because it is brand new, Live & Learn wants your feedback on what activities were easy for you, and which ones were more tricky. Your feedback will help us make this Teacher Guide better for other students in other schools. Live & Learn staff will work with your school to make time for you to give us feedback on using the Arts for Advocacy Teacher Guide.

Why is WASH relevant in schools?

WASH in schools

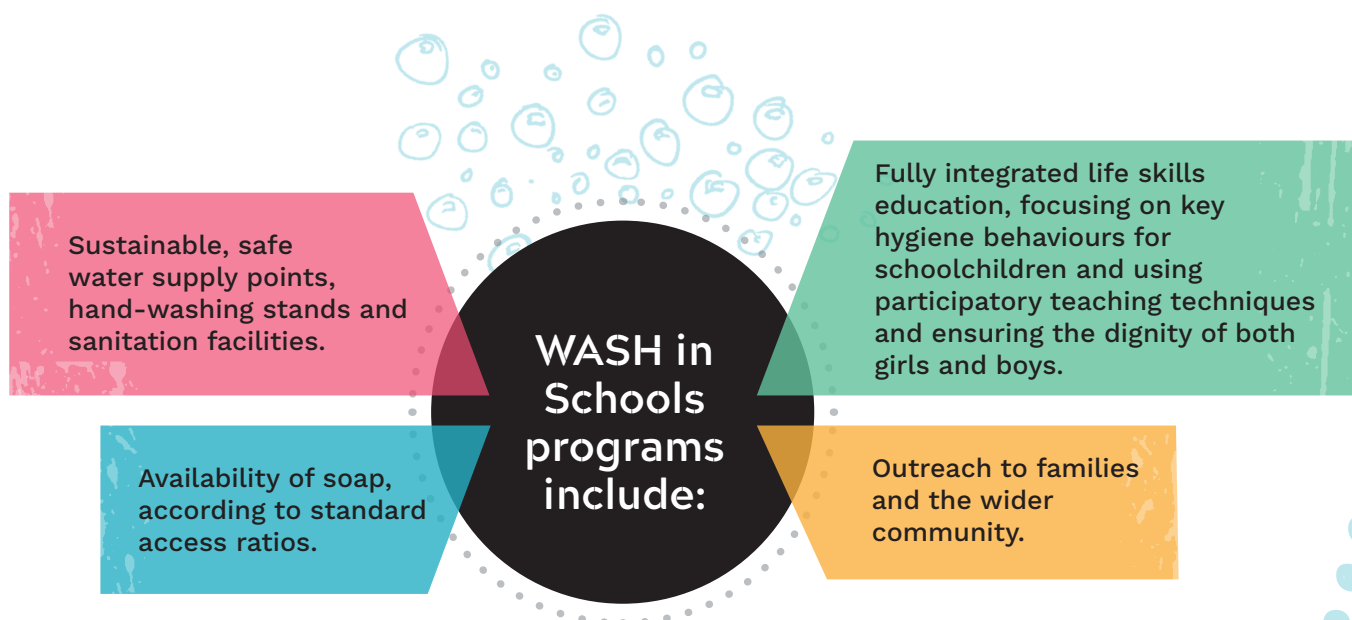
- improves health
- boosts attendance and achievement
- promotes gender equality
- reaches communities
- involves children in improving the health of their family and community.

The physical environment and cleanliness of a school can significantly affect the health and well-being of children.

Poor sanitation, water scarcity, inferior water quality and poor hygiene behaviour are bad for the health of school-aged children, who spend long hours in schools.

Disease spreads quickly in cramped spaces with limited ventilation, where hand-washing facilities or soap are not available, and where toilets are broken or are not provided.

Schools are often places where children become sick.



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

- ▶ Are healthier
- ▶ Increase attendance and perform better in school
- ▶ Positively influence hygiene practices in their homes, among family members and in the wider community
- ▶ Learn to observe, communicate, cooperate, listen and carry out decisions about hygienic conditions and practices for themselves, their friends and younger siblings whose hygiene they may care for (skills they may apply in other aspects of life)
- ▶ Change their current hygiene behaviour and continue better hygiene practices in the future
- ▶ Personal hygiene is improved for boys and girls, and girls learn about menstrual hygiene and physical and emotional changes during puberty (learning to avoid menstrual odour, discomfort and urinary or vaginal infections will encourage girls to come to school during menstruation)
- ▶ Practice gender-neutral division of hygiene-related tasks such as cleaning toilets, fetching and boiling water and taking care of the sick.

This guidebook is for teachers and leaders in your school who are working with student clubs to conduct advocacy activities to improve the water, sanitation and hygiene access and services in the school.

The guidebook will take you through the following steps:

- Introduction to child participation approaches
- How to establish student WASH Clubs
- Working with students in planning and implementing advocacy activities (lesson plans)
- List of student advocacy activities ideas
- How to measure impact – tough questions for teachers and evaluation activities for WASH Clubs.



Child Participation

What is children's participation?

Participation is about children having the opportunity to express their views, influence decision-making and achieve change.

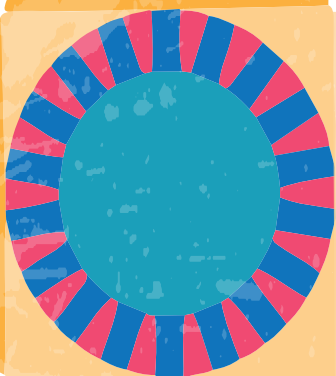
Children can be actively involved in their communities and in solving community problems.

When children participate in activities that interest, challenge and empower them they are able to play an active and responsible role in the health and development of themselves, other children, their families and communities.



When young people take a leading role in participating in health activities they report the following benefits:

- Increased confidence and self-belief
- Developing group skills
- Gaining practical skills
- Promoting pro-social behaviour
- Positive career choices
- Future active involvement and greater responsibility.





Why is children's participation important?

Children's participation should be a process rather than an event or a one-off activity. When it's done properly, children develop new skills, increase their confidence and knowledge and see that their views are valued and respected. Adults learn, both as individuals and in the school community, that working in collaboration with children brings a fresh perspective to their work and potentially better outcomes.



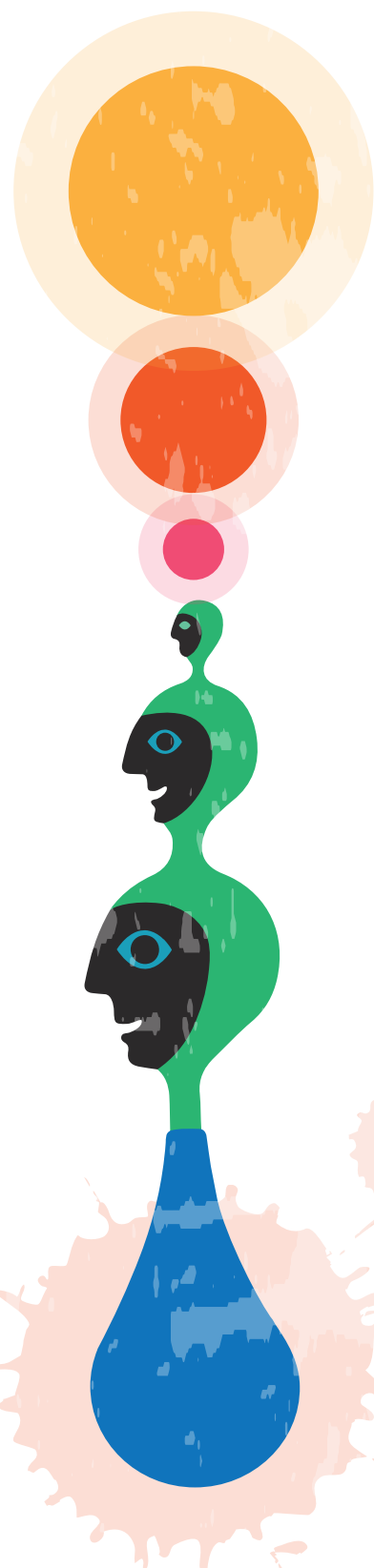
Benefits to children

- Children develop strong communication skills
- They gain a sense of achievement and an increased belief in their own ability to make a difference
- Children who are used to expressing themselves may be more vocal about abuse or exploitation
- They gain political and social knowledge and awareness of their rights and responsibilities
- Child participation leads to the fulfilment of other rights
- Children learn how to be active and responsible citizens
- Working together helps develop positive relationships between children and adults; it promotes a positive image of children within their communities, among professionals and among their peers
- Having a meaningful role to play within a project creates opportunities for personal development among children who are often excluded
- Involving children in our work provides a means of protecting them from harm and preventing them from being invisible when discussing plans, shaping policies and designing services or making decisions that affect their lives
- Children are given authority to hold duty bearers to account, to ensure adults think and behave in a way that respects children and childhood.



Benefits to adults

- Adults find out directly from children about the issues that affect them, rather than guessing what they think
- Adults are motivated by being more directly accountable to children and by the need for children's rights to be met
- Adults feel more motivated about the value of their work
- Children offer creative ideas and suggestions and a fresh perspective
- Working with children is fun, energising and multi-dimensional.



Types of participation

Save the Children has documented three types of participation:

Consultative

Collaborative

Child-led

Consultative participation is where adults seek children's views in order to build knowledge and understanding of their lives and experiences, or in order to design an activity (such as a WASH Club).

It involves an approach that:

- Is adult-initiated
- Is led and managed by adults
- Recognises that children have a valuable perspective to contribute
- Allows children to influence outcomes
- Maintains control in the hands of adults.

Collaborative participation is where adults – having identified a problem that needs to be addressed or decided to set up a particular programme – involve children in helping to work out what needs to be done and how. In other words, it involves a degree of partnership between adults and children.

It can be characterised as:

- Adult-initiated
- Involving partnership with children
- Empowering children to influence or challenge processes and outcomes
- Allowing for increasing levels of self-directed action by children over a period of time.

Child-led participation is where children are provided with the space and opportunity to initiate their own activities and carry out advocacy. Instead of responding to ideas or projects initiated by adults, they create their own structures or organisations through which to determine the issues that are most important to them, which they want to take action to address.

It is characterised by:

- Children coming together to organise their own activities
- Children identifying the issues that concern them
- Adults serving as facilitators rather than leaders
- Children controlling the process.

Is anyone being excluded?



Many different groups of children may be excluded from participation:

Girls

The pressures on girls' time are very demanding, which may limit the time they have available to take part in activities outside the home. Girls are expected to contribute to household chores and childcare. Parents may also fear that their daughters will be exposed to risk if they are involved in other activities.

Girls are also less likely than boys to be in school, particularly at secondary level. However, some studies are now revealing that more girls than boys are actively involved in children's organisations such as child clubs or other groups. It is important to monitor and encourage participation of girls and boys in any activities.

Children with disabilities

Around the world, huge numbers of children with disabilities are out of school, and kept, often hidden, at home. They experience profound and multiple layers of discrimination and are often bullied and excluded from school, community activities, and play and recreation with their peers.

Poor children, children belonging to minority ethnic groups

These groups of children, who are often socially and economically marginalised, often fail to access community-based activities.

Younger children

Many programs focus on older children or adolescents. But even very young children are capable of participating in discussions on matters that affect them, and have views and perspectives that are important.

Keep in mind the following points:

- All three levels of participation are appropriate, depending on the objectives of the program and the local context. Different levels of participation and different stages of involvement can be appropriate for different activities.
- It shouldn't be assumed that all activities have to be completely child-led. Some children may prefer to participate on a collaborative basis with adults. What is important is to ensure the optimum level of participation possible and appropriate in every process or activity.
- There is an overlapping relationship between the different levels of participation. A program may start as a consultative process, then move on to become collaborative, and ultimately have children running their own agenda as they gain confidence and skills.

Child Participation Practice Standards

1

Participation is transparent and informative

In practice, this means that:

- Children's participation has a clear purpose
- Children understand how much say they will have in decision-making
- The roles and responsibilities of those involved are clear and well understood
- Children agree with the goals and targets associated with their participation.

2

Participation is voluntary

In practice, this means that:

- Children are given time to consider their involvement and are able to provide informed consent
- Children are aware of their right to withdraw and are able to do so at any time they wish
- Children's other commitments (eg. work and school) are respected and accommodated.

3

Participation is respectful

In practice, this means that:

- Children are able to freely express their views and are treated with respect
- Where children are selected as representatives, the process will be based on principles of democracy and active steps to be inclusive
- Ways of working build self-esteem and confidence, which enables children to feel that they have valid experience and views to contribute.



4

Participation is relevant

In practice, this means that:

- Activities that children are involved in are of real relevance to their experiences, knowledge and abilities
- Participation approaches and methods build on local knowledge and practices
- Children are involved in setting the criteria for selection and representation for participation
- Children are involved in ways that are appropriate to their capacities and interests and at the appropriate levels and place.

5

Participation is child-friendly

In practice, this means that:

- Time and resources are made available for quality participation, and children are properly supported to prepare for participation
- Methods of involvement are developed in partnership or in consultation with children
- Adults have capacity to support and deliver child-friendly approaches and ways of working
- Meeting places and activity locations are child-friendly and accessible to children with disabilities and other minority groups
- Children are given accessible information in child-friendly formats.

6

Participation is inclusive

In practice, this means that:

- Children are not discriminated against because of age, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status
- Participation activities aim to include children from all backgrounds, which could mean reaching out to children in their local community
- Participation activities are flexible enough to respond to the needs, expectations and situations of different groups of children
- The age, range, gender and abilities of children as well as other diversity factors are taken into account.

7 Participation is supported by training for adults

In practice, this means that:

- Staff must have the knowledge and capacity to facilitate children's meaningful participation. This may involve training and preparation prior to engaging children in activities, as well as ongoing support.

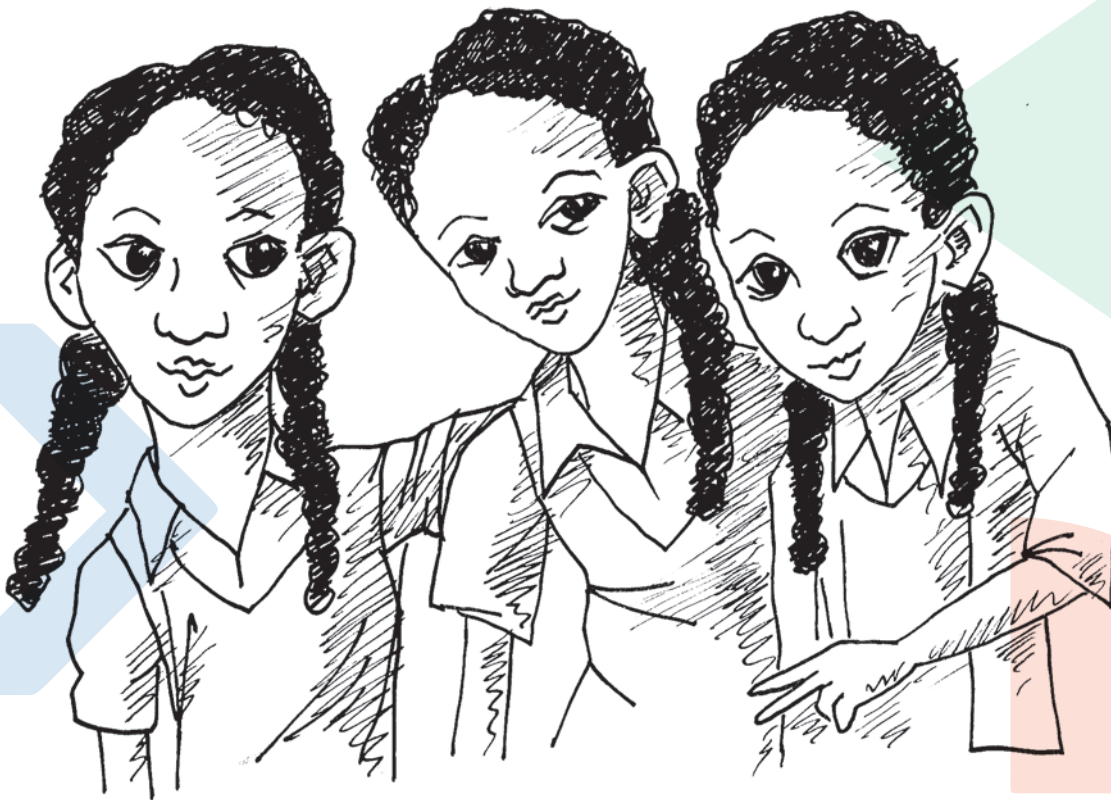
8 Participation is safe and sensitive to risk

In practice, this means that:

- The protection of children's rights must be paramount in the way children's participation is planned and organised
- Children involved in participation activities are aware of their right to be safe from abuse and know where to go for help if needed
- Skilled, knowledgeable staff are delegated to address and coordinate child protection issues during participatory processes
- Safeguards are in place to minimise risks and prevent abuse
- Staff organising a participatory process have a child protection strategy that is specific to each process. The strategy must be well communicated and understood by staff
- Staff recognise their legal and ethical responsibilities in line with the organisation's code of conduct and any child safeguarding policy
- Child protection procedures recognise the particular risks faced by some children and extra barriers they face in obtaining help
- Staff obtain consent for the use of all information provided by children, and information identified as confidential is safeguarded at all times
- A formal complaints procedure is set up to allow children involved in participatory activities to make complaints in confidence. Information about the procedure is available in relevant languages and formats
- No photographs, videos or digital images of a child can be taken or published without that child's or their caregivers' explicit consent for a specific use
- Responsibilities relating to liability, safety, travel, and medical insurance are clearly delegated and effectively planned for.

In practice, this means that:

- Children are involved in participation activities at the earliest possible stage
- Staff and partners are accountable to children for their commitments
- Children are supported to participate in follow-up and evaluation processes
- Children are supported to share their experiences of participation with peer groups, their local communities and other organisations
- Children are given rapid and clear feedback on the impact and outcomes of their involvement, and any next steps
- Feedback reaches all children who were involved
- Children are asked about their satisfaction with participatory processes and their views on how they could be improved
- Mistakes identified through evaluations are acknowledged and commitments given about how lessons learnt will be used to improve participatory processes in the future.



Peer-to-Peer Learning

Peer-to-peer learning is when students teach each other. The benefits of peer-to-peer learning include the following:

- Direct interaction between students promotes active learning.
- Peer-to-peer learning reinforces information and key messages.
- Students feel more comfortable and open when interacting with their peers.

Research shows that peer-to-peer learning helps team building, supports relationships, gives students greater psychological well-being and social connections, improves communication skills and builds self-esteem.

Peer-to-Peer





Establishing WASH Clubs in the school

What is a school WASH Club?

A WASH Club is a group of students in a school who meet to learn about water, hygiene and sanitation issues and plan advocacy activities to bring positive changes in water, hygiene and sanitation problems in their school and community.

Who should be in the school WASH Club?

School WASH Clubs do not have to contain all the children in the school, but are composed in various ways, for example:

- All pupils of a particular class are club members, for example, all grade 5 and 6 students.
- A small number of boys and girls from each class volunteer for the club.
- Club members are selected by the teachers.

The school should decide on the structure that suits them, but whatever structure is chosen the student WASH Clubs should include a representative group of the school population - including gender, socio-economic background, religious or ethnic groups, as well as children with disabilities if they attend the school.

There are different models for school health clubs such as:



In-school clubs:

Run alongside other clubs in school as teacher-led groups meeting at fixed times

After-school health clubs:

Run in the school after classes, often with input from outside the school, such as through community health workers



Risks:

There are some risks that need to be considered:

- Membership of the school WASH Club should reflect all children. Sometimes only a small group of 'better' pupils are involved in the club, which can disadvantage children who need the encouragement of club participation to change their hygiene behaviour.
- Another potential problem is that children in the clubs can be given so much power that they can force peers to work for them in cleaning activities. Related to this is the challenge of gender roles. In some schools only the girls carry water and clean toilets, as this is considered to be 'girls work.'

Managing these risks:

Some suggested guidelines for school health clubs that help avoid such problems are:

- The relationship between the teacher or club leader and the children who are 'members' is critical. The adult facilitator (usually a teacher) should listen to children and their ideas. There should be mutual respect between teacher and members. The atmosphere should be such that children can freely talk about difficult or personal issues.
- All adults working with WASH Clubs should be trained using a manual like this one, and then have periodic in-service training.
- It should be agreed in all clubs that all the boys and girls share equally in responsibilities, work and opportunities. If the children are expected to clean facilities in the school, there must be cleaning materials and waste and soak pits that make the work safe and as easy as possible.

Child protection:

It is important that all facilitators working with the student WASH Clubs are familiar with child protection policies and procedures before the WASH Clubs are started. If a child shares information about abuse everyone involved with the WASH Clubs needs to know how to deal with this.

This may mean ensuring that those who are not familiar with child protection procedures receive training. Agreeing on a shared approach is important. Live & Learn can help with training on child protection if the school does not have clear policies and procedures in place.

How do I start a WASH Club?

Work with the school Administration, Student Activities or Guidance personnel and ask about what your school's procedure is to establish a club. These procedures vary widely from school to school. Once there is approval on how the WASH Clubs will be structured in the school then the following things need to be worked out with the children at the first WASH Club meeting:

1

Club Leadership

The Club should elect students to manage the Club's activities. Officer positions can include President, Vice President, Treasurer, Advocacy Coordinator, etc. Work with the children on this and let them be creative in the leadership positions they think are important.

For each leadership position the club should write a short summary of the role and responsibility. The WASH Club should also decide how leadership positions are changed – do they hold elections every term? Do the leadership positions only change once every 12 months?

2

Membership

Recruiting new members is crucial to the success of the WASH Club. New members will help you raise awareness and support events and ensure that the club continues to grow and function as students graduate.

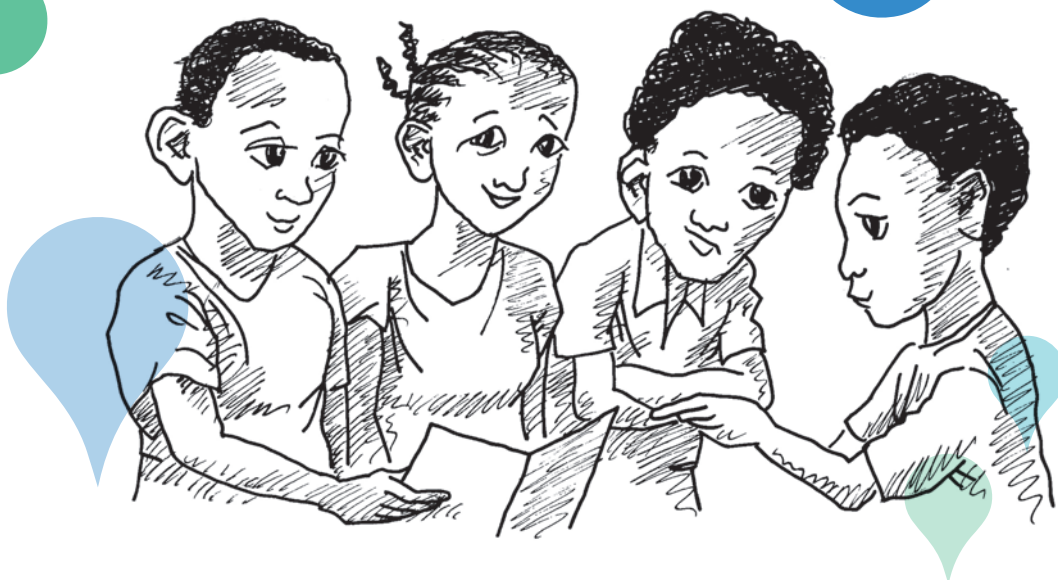
Depending on how the WASH Clubs are structured in the school it could be that new students join the club when they reach a certain Grade level. Or it could be that new members can choose to join the club at any time. The WASH Club should write down how new members will come into the club.

3

Meetings

Determine at the first meeting when and how often the WASH Club will meet. Each club should hold regular meetings.

These meetings help WASH Club members learn more about WASH issues facing children in the school, and give time to the WASH Club members to plan their advocacy campaigns to improve WASH issues in the school.





Tough questions for teachers

Before you become involved with a student WASH Club it is important to reflect carefully on the following tough questions:

- Do you believe that children have ideas and insights that can contribute to community health and development?
- Are you willing and prepared to support the children in the ideas they select and the action they choose to take, instead of forcing your opinions?
- Are you willing and able to create an environment in which every child's view is listened to and taken into consideration?
- Are you willing to learn from and with the children in the WASH Club?
- Are you willing to act as a facilitator of the process – rather than the leader or instructor?
- What will you do if the children lose interest in their chosen issue?
- How will you deal with disruptive children?
- Do you have all the resources you need (human, time, financial, material)?
- Are you familiar with the school procedures if a child tells you they have been abused?

What is Arts for Advocacy?

About advocacy

Advocacy is taking action to bring change in a specific area. The approach in this guide can be used to plan advocacy activities for any issue, but as a teacher supporting a student WASH Club the specific area you are interested in is everything to do with water, sanitation and hygiene in the school. The WASH Club wants to make sure that everyone in the school has access to safe water, safe toilets and good hygiene behaviour. This is the focus for the WASH Club advocacy activities.

Advocacy that is successful starts by investigating two things - systems and power.

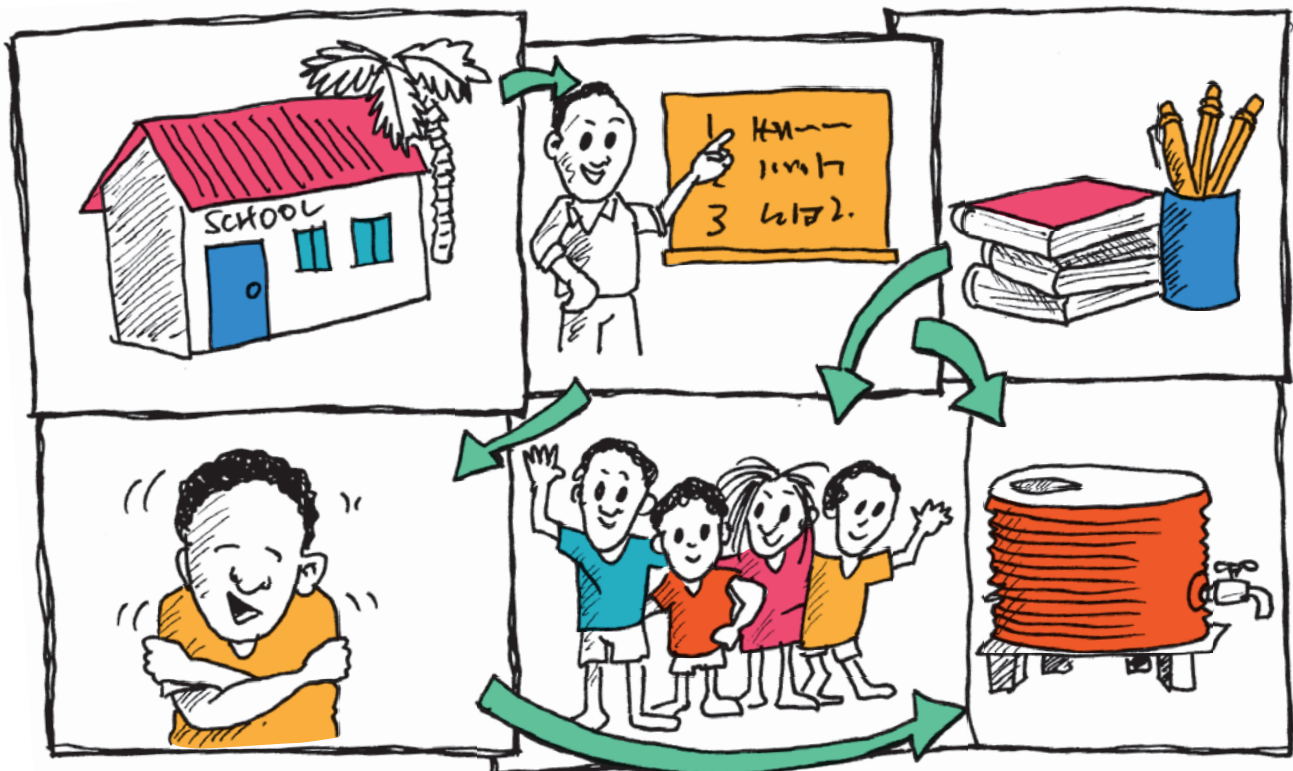
Thinking about systems

What is a family? What is a school? What is a community? These are names for things that are made up of many parts. When each part works together with other parts it becomes something bigger. Think about your body as an example of this. Your body is a complex system of many parts – your head, your ears, your stomach, your feet, your hands, etc. Your eyes on their own are not your body. Your body is only formed by all the different parts working together.



Let's think about the school. The school is made up of many parts: classrooms, teachers' offices, sports field, students, teachers, school books, lessons, toilets, water tank, timetable, curriculum, learning, etc.

All of these things working together make the 'school'. These different parts are actual things (classrooms, teachers) and beliefs or feelings (happiness, safety, confidence).



Your body and a school are examples of systems. Your body is one kind of system, where every part has a special place and a special relationship to another part. Like a big jigsaw puzzle. A school isn't like this, it is another kind of system, where every part can be a little different and has different relationships to other parts.

These different parts of a school don't all come together in just one way. There are many relationships. For example, each teacher runs their class a bit differently, classrooms can be used for different things, some students are happy, some experience shame or shyness, new buildings are built and old ones removed, new teachers arrive, students graduate.

All the different parts can be working well, or some parts can need fixing. In your school some important parts might be missing (such as safe toilets!).

Thinking about power

When you hear the word 'power' what pictures come into your mind? A police officer? The Prime Minister? The School Board Chairman? The local politician? A doctor? Most of the pictures that come into your mind represent people who have power over others. People who are leaders or have authority.

But there are four different types of power:

1 Power within:

personal self-confidence
and a sense of rights



2 Power with:

collective power, through
organisation, groups and
working together



3 Power to:

the ability to decide actions
and carry them out



4 Power over:

the power of hierarchy
and domination



It is important that the WASH Club members understand the four different types of power. In one of the WASH Club meetings you should facilitate a discussion about this, using the points below to help you. Or get the students to discuss this themselves using creative ideas like role play or a debate.

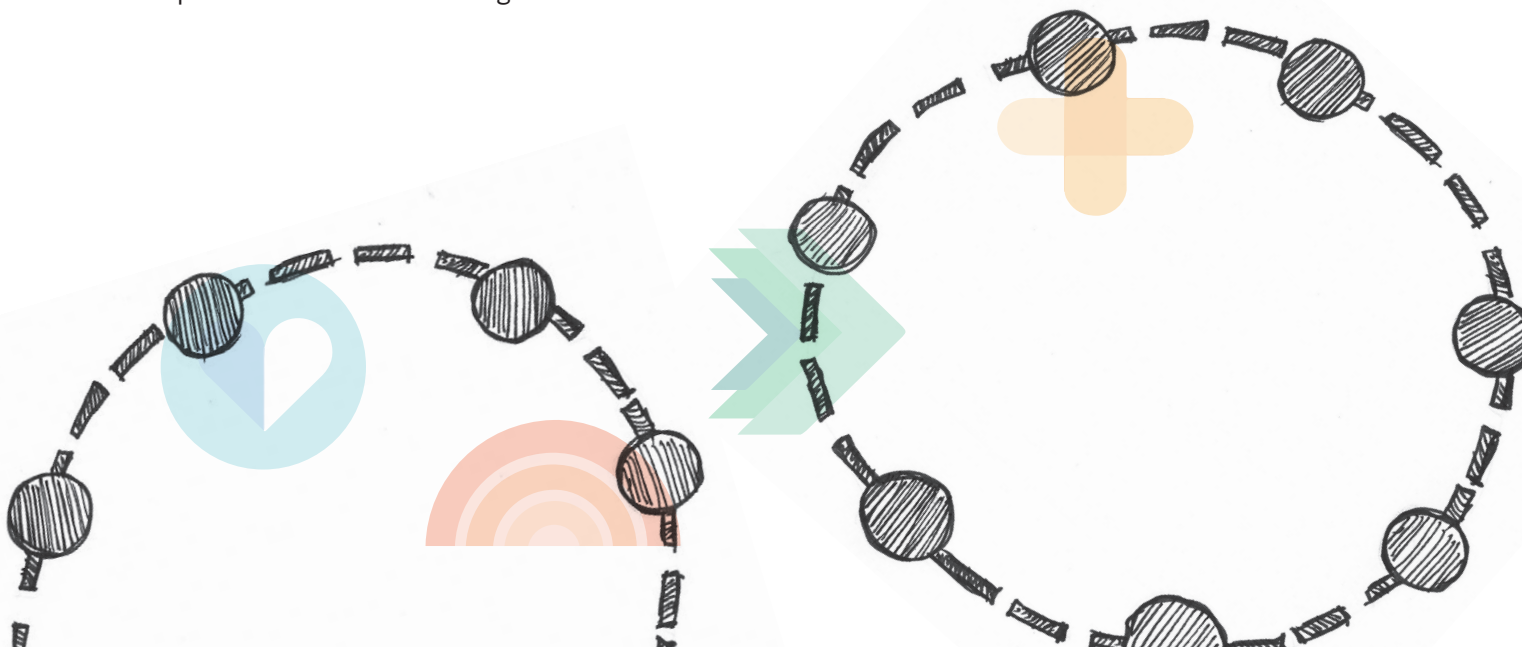
A WASH Club as an example of all four types of power:

- First WASH Club members develop personal self-confidence and a belief in their right to safe water and sanitation (power within).
- Then each student joins together with other students in the WASH Club to talk about safe sanitation and hygiene (power with).
- The WASH Club members then work together with teachers and other students to conduct advocacy activities to bring good changes to water, sanitation and hygiene in the school (power to).
- The WASH Committee in the school gives the WASH Club responsibility for organising different classes to do toilet cleaning and school ground beautification activities (power over).

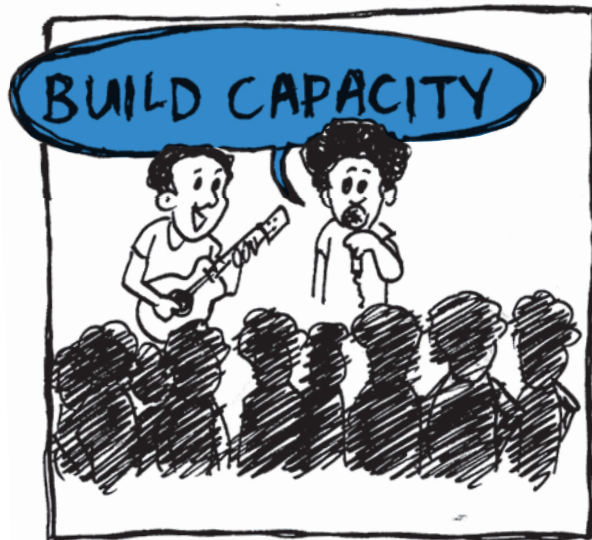
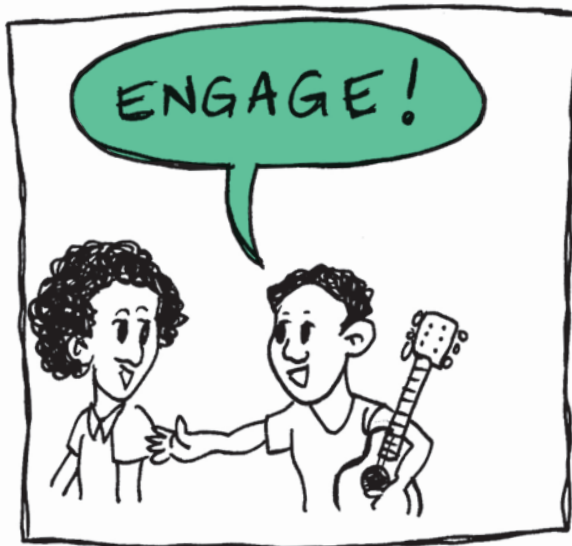
Systems and power

By thinking about the school as a system the WASH Club can look at the different parts of the system and think about the different types of power in the system. Then they will be able to see areas where the WASH Club can bring good change in water, sanitation and hygiene.

In the Student Guide are tools that WASH Club members can use themselves to design, plan and implement activities to bring change, your role as a teacher is to support the students but not direct them. This is their chance to learn and experience working within systems and power to influence change.



Art for Change



What is art?

What is art? Art is an expression of ideas using creative skills and imagination. Art can be shared through activities such as painting, photography, video, drama, music, stories and dance. Art is an important part of our culture, and is a powerful way to share ideas about justice, community and making life better. Everyone uses culture every day. We read stories, listen to music, turn on the radio, dance in traditional ceremonies, see posters and paintings.

Art that talks about change can be done by one person – such as a painting, poster, or writing a story. Art that talks about change can also involve groups – such as students in a school or people in a community working together on a special garden, a street performance or a community meal.

Through art, we can challenge ‘normal thinking’ and use the power of art to:

- Spark new ideas
- Inspire people to change their thinking
- Inspire people to change their actions.

Our arts can tell our story to those who see us or through media, make our actions more powerful, and lift spirits. It’s also a good way to involve people, build momentum and have fun.



Engage people

It’s a great way to involve people both in the lead up and in the advocacy event itself.

Build momentum

Making art, rehearsing songs/chants/music and dance or drama can build excitement, visibility and even media presence.

Build capacity

Being able to create and mobilise the arts is an essential part of any campaign.

Tell our story

We can use the arts to powerfully tell our stories, raise our visibility and voices, inspire others and each other, and build a culture and create stronger communities and a better world.

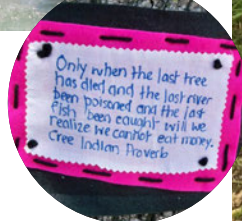
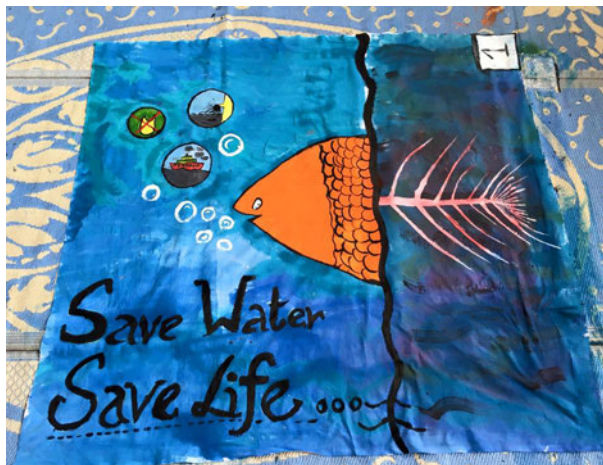


creative
ideas for
action



Photo sources:

<https://www.facebook.com/yarncorner/photos/a.1490282124355162.1073741870.209589959091058/1490285517688156/?type=3&theater>
<http://www.moderncities.com/article/2016-may-public-art-combines-with-conservationism>
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<http://www.wansmolbag.org/theatre/>



Working with WASH Clubs to implement advocacy activities



1

OUR IDEA

find out about problems and strengths, choose an issue

Children can contribute a great deal to helping others understand their lives and the issues that are most significant for them. So it is important that the WASH Club advocacy activities are on issues chosen by children that are important and relevant to them.



2

SKILL UP

find out more, plan action

Once the children have decided on an issue, the next step is to find out what they already know and what additional information they would like to know about the issue. Children decide how to gather the required information.

Examples include interviews with 'experts', telephone calls, visiting libraries, conducting surveys and many other approaches. Drawing on information they have found, children decide how to address the issue they have chosen.



3

SPEAK OUT

take action

After they have decided upon their message and target audience, and planned their action, they go out and do it!



> ! %

:)



4

LEARN

measuring what happened, can we do more?

Children need to be involved in regular monitoring of activities to be able to assess how effective an advocacy activity was. This not only provides them with a sense of ownership and interest in the outcomes, but helps them work towards improving those outcomes.



STEP 1 Lesson Plans

1

OUR
IDEA

find out about
problems,
choose an
issue

Lesson Plan: Our idea

This step is about:

- Understanding that a school is a system of many different parts and relationships
- Understanding some of the ways the different parts and relationships are connected to others
- Thinking about the different parts or relationships that could be improved through advocacy.

The purpose of this step is for the WASH Club members to follow the steps in the Student Guide to choose their idea for an advocacy campaign.

Review the importance of water, sanitation and hygiene

The first pages of the Student Guide contain information for the WASH Clubs on why safe drinking water, good sanitation facilities and healthy hygiene practices are important.

The information covers the Sustainable Development Goals, especially Goal 6, the right to water and sanitation, and child rights. The WASH Club members should look at this information together and talk about it before moving on to the next step.



Generating ideas

This is the first step of the Art for Advocacy process. In this step the WASH Club members practice thinking about their school as a system, and looking at what parts of the school system the WASH Club can change in a positive way to improve water, sanitation and hygiene issues in the school.

This step will help the WASH Club to identify:

1. Some parts of the 'school system' that are strong/working well and can be expanded or shared with others through an advocacy campaign.
2. Some parts of the 'school system' that are problems or challenges and can be improved through an advocacy campaign.

SUSTAINABLE DEVELOPMENT GOALS



Connection Circles

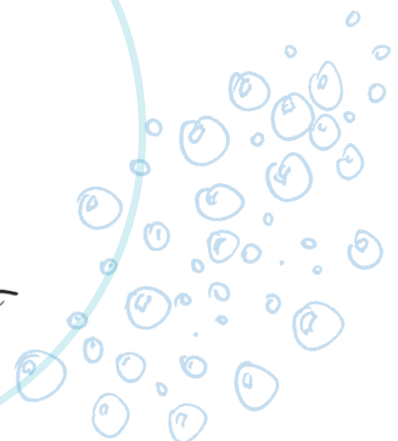
This is a tool to help the WASH Club explore the different parts of a specific sanitation or hygiene issue in your school. A Connection Circle will help the WASH Club members brainstorm about how all the different parts in an issue can change other parts.

The WASH Club members may need some support at first to do this activity, as it can be a new way of thinking that feels a bit strange at first. Make sure you, as their support teacher, understand the activities well before facilitating the session.

On a blackboard or large sheet of paper the WASH Club members draw a big circle.

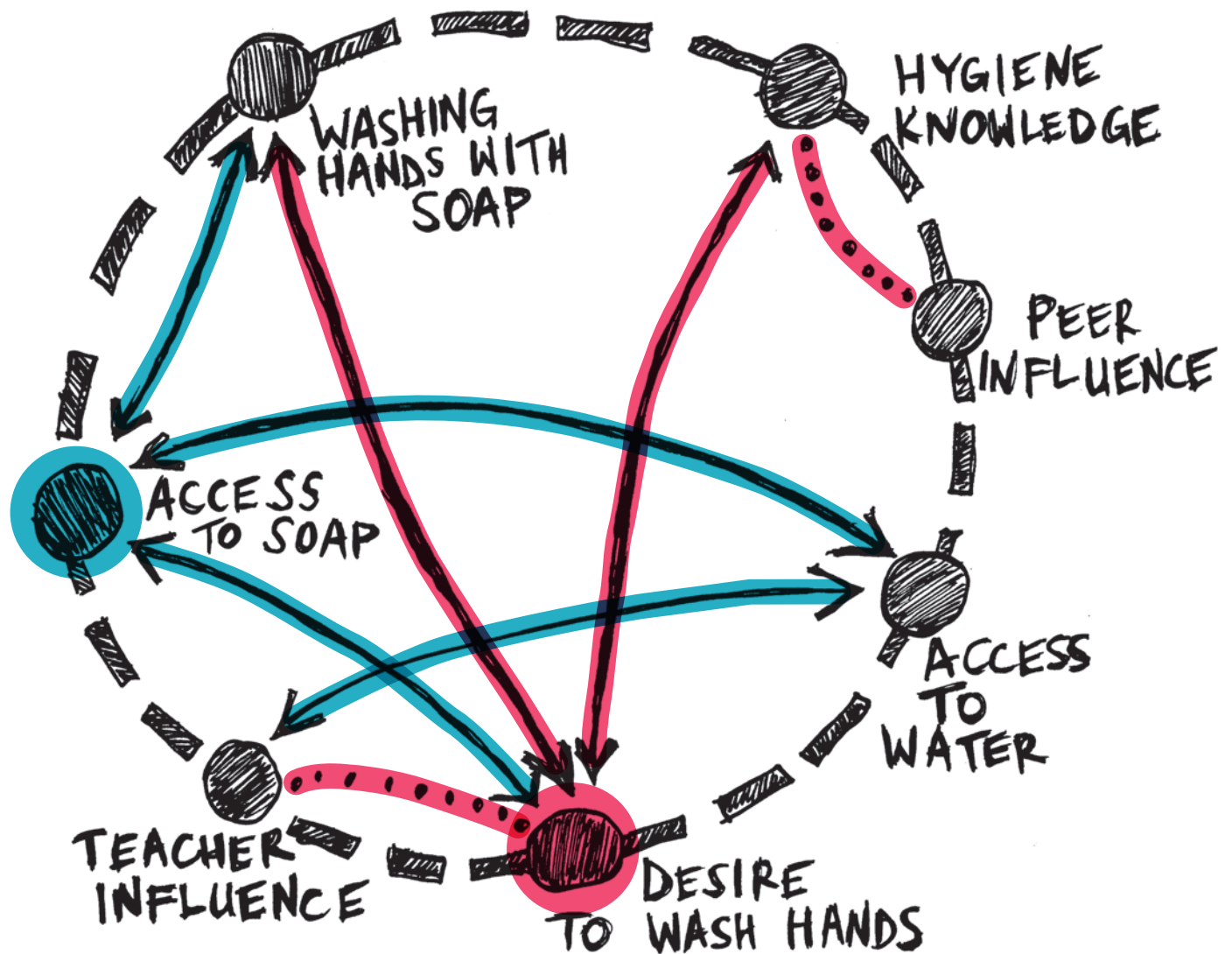
Chose one of these topics:

- Safe toilets at school
- Hand washing with soap
- Safe sanitation for girls in school.



HAND WASHING WITH SOAP

EXPLORING CONNECTIONS



Instructions:

1

Tell the WASH Club members that they are thinking about the chosen topic as a system within their school. On scrap paper or cards brainstorm and write down 5-10 parts of this system that can be changed (increased or decreased) to improve the issue.

These parts can be things or feelings/ideas. In the example there are seven different parts:

Things:

- Washing Hands with Soap
- Access to Soap
- Access to Water.

Feelings:

- Hygiene Knowledge
- Peer Influence
- Teacher Influence
- Desire to Wash Hands.

2

The WASH Club members write down the different parts they have brainstormed for the issue around the circle. There is no special order. They can write them anywhere. See the example if you are not sure.

3

Look at each part around the edge of the circle. The WASH Club members talk with each other and discuss if an increase or decrease in one part will cause an increase or decrease in another part. This might be hard at first, because we are used to thinking in a straight line: A leads to B leads to C, etc. But in real-life systems like a school each part relates to other parts in many different ways.

As a practice the WASH Club members can look at the red lines in the example Connection Circle. These red lines show that there could be connections between **Hygiene Knowledge, Teacher Support, Peer Support** and **Desire to Wash Hands** that all contribute to students washing their hands with soap after going to the toilet.

As a group the WASH Club members should talk about the different parts around the circle and draw some connections.

They can use pencil or chalk if they are unsure so they can change their mind if they want!

4

Soon the WASH Club will see that the circle starts to look like a spider web, with many lines and arrows connecting the different parts. The students should use different colours and try to find parts that all connect together like a loop.

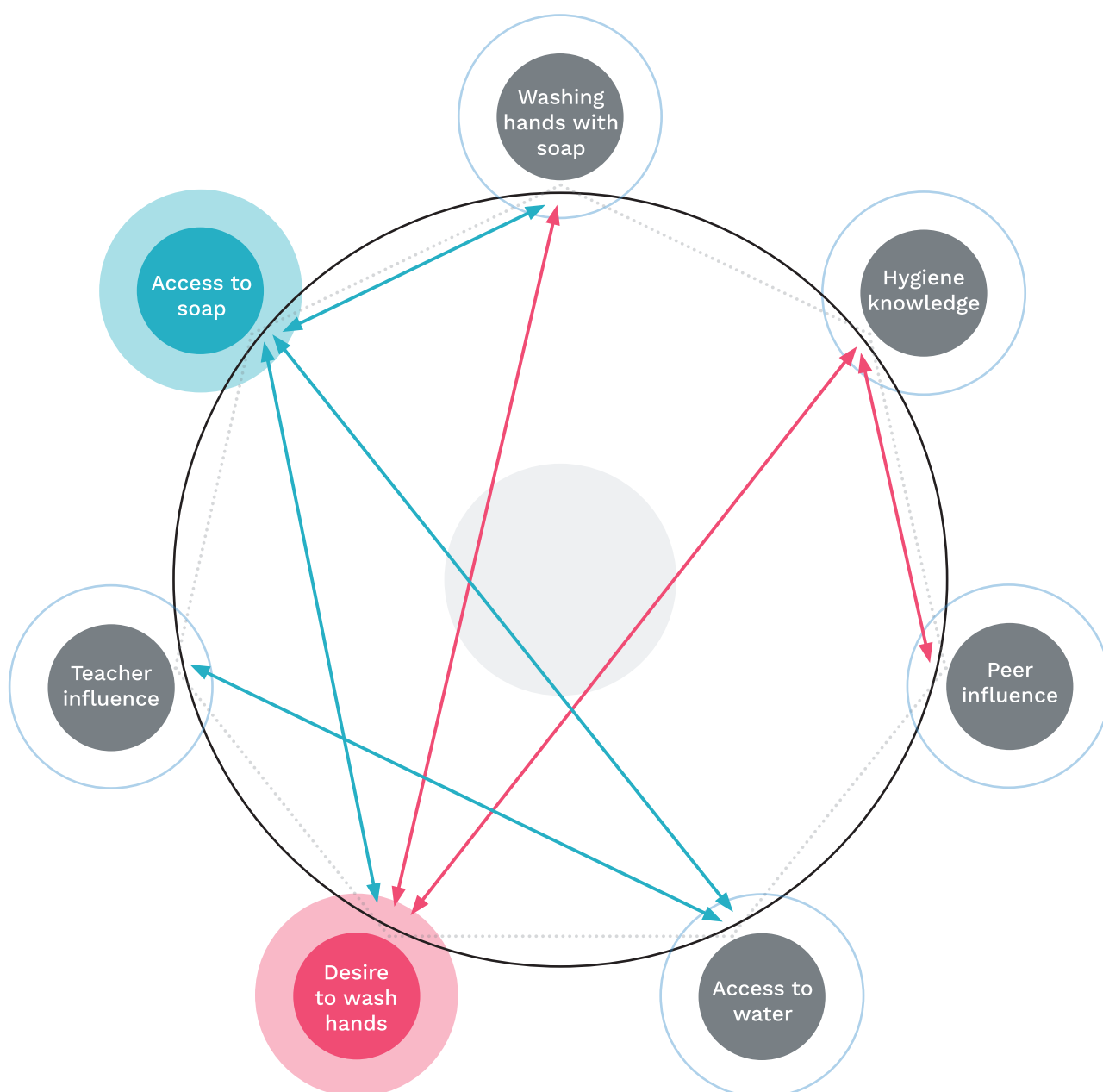
The example shows a blue group of lines and a red group of lines. The blue group is how parts that are 'things' are connected – we need to have water and soap if we want to be able to wash our hands with soap. The red group of lines are 'actions or feelings' – teachers and students supporting each other, everyone having knowledge about why washing hands with soap is important.

5

As a group the WASH Club will look at the parts on their Connection Circle that have lots of arrows coming in and out of them. These are the places in the system where it might be easier to make changes through an advocacy campaign.

In the example two possible change points are circled – ‘Desire to Wash Hands’ and ‘Access to Soap’. These are areas that would be good for an advocacy campaign focus. Get the WASH Club members to talk about which parts have lots of connections and where they might be able to make a change through advocacy activities.

Everyone should agree on just one of them. This is the focus advocacy issue! (Tell the students not to worry if they have more than one part in a system they want to change - the WASH Club can do many advocacy activities!)



Power Questions

After the WASH Club members have done a Connection Circle and decided on the part in their school system that they would like to change it is time to use what they have learned earlier about the four types of power. Thinking about the way power impacts an advocacy issue helps decide what activities might be the most successful.

On the blackboard or a big piece of paper get the WASH Club members to draw a table, here is an example:

ADVOCACY ISSUE: Desire to wash hands with soap after using the toilet	Draw a picture or write what the situation is now	Draw a picture or write what power you think your WASH Club has to influence this change	Draw a picture or write the change you would like to see because of your advocacy activity
POWER WITHIN 	When students go to the toilet they rush and don't want to wait to wash their hands with soap	Each WASH Club member knows why washing hands with soap after using the toilet is important and we demonstrate this every time we use a toilet	Students in our school understand why they should wash their hands with soap after using the toilet and are confident
POWER WITH 	Students who know it is important to wash their hands with soap are too shy to tell other students	Our WASH Club has confidence in working together to coordinate the painting of murals in the school by students that remind and encourage everyone to wash hands with soap after using the toilet	Students are encouraging each other in their classes or friendship groups to wash hands with soap after using the toilet
POWER TO 	Students are unsure who is responsible for providing soap in the school	Our WASH Club will talk with teachers or the principal to ask for money allocated to buy soap. If there is no money, our WASH Club will organise a fund-raising event to get money or donations of soap from school families	Students are choosing to ask teachers for soap so they can wash their hands
POWER OVER 	Students don't have any responsibility or control over soap access	Our WASH Club will manage hygiene corners in each classroom and make sure soap is always available	Students in each class can easily get soap to wash their hands after using the toilet without asking a teacher

Helpful Hints

- Think carefully before the session about how you will facilitate the Circle Connection activity so that the WASH Club members take the lead most of the time.
- In brainstorming ideas and connections on the Circle Connection activity there are no right or wrong answers.
- Get the WASH Club members to use their own words (let them know that spelling is not important!)

Tough questions for teachers

- Can I hold back my ideas and listen to what the children have to say?
- How will I react if they raise issues that I feel are very sensitive?
- Have I planned the session so that every child, even the quiet ones, will have a chance to contribute their thoughts in a way that is comfortable for them?

STEP 2 Lesson Plans

Lesson Plan: Find out more

find out
more,
plan
action

SKILL
UP

2

This step is about:

- Planning what and how to find out more about the chosen WASH advocacy issue
- Finding out more, and discussing what is learned
- Having fun!

Now that the WASH Club has selected its first advocacy issue the next stage is for the WASH Club to find out as much information about this issue as possible. This is an important step, because we often know that something is a problem but don't know about possible solutions.

The WASH Club members will already have some knowledge of the issue. They will also have ideas about what else they want to know and how to find the information. It may be hard to resist telling the WASH Club members what you think they need to find out, but don't tell them. This is their project and your role is to support them when they need it.

Firstly the WASH Club members need to write a plan for finding out more information. Draw the following table on flipchart paper or a blackboard and get the WASH Club members to complete it through group discussion.

What do we already know?

What more do we
need to know?

Who can we ask?
Where can we get the
information?

What are we going to do
to get this information?





Here's an example to help you:

Our WASH Club advocacy issue: No privacy in toilets

What do we already know?

- The toilet doors are damaged
- The locks are broken or missing
- The toilet floor is muddy and dirty
- There are no bins in the toilet for girls' used pads.

What more do we need to know?

- What do other students in the school think about the toilets?
- Who is responsible for cleaning and fixing the toilets in the school? Is there anyone responsible?
- Where does the money come from to fix broken things in the toilets?
- ??

Who can we ask? Where can we get the information?

- The school principal
- The school WASH Committee
- The teachers
- The PTA and other parents.
- ??

What are we going to do to get this information?

- Interviews with school leaders
- WASH Club meeting with school WASH Committee
- Survey with all students.
- ??

Once this plan has been made the WASH Club should spend a few meeting times carrying out their research. This might take a few weeks. Once all the research is done, then the WASH Club should spend a meeting time sharing all the information they have learned about the advocacy issue.

Helpful Hints

- Remember, this is about the WASH Club members themselves doing the research, but it can be helpful for you to have some general names and numbers to help them in their research – especially if they might want to talk to the education person in the local government, or to the nurse in the community health care centre.
- This lesson may take two or three sessions, as it involves planning, doing and reporting back. But this time is worth it! The WASH Club members are learning a lot about planning, research, finding solutions to problems, etc.
- If it is hard for WASH Club members to leave the school to interview people or find out important information you can help by arranging for special visitors to come to the school for the WASH Club to interview – such as someone from the water department, or a police officer.
- Live & Learn has many information resources on WASH. The local Live & Learn office will also have internet access, so some representatives from the WASH Club could visit the local Live & Learn office to do some research.

Tough questions for teachers

- How much support should I give the WASH Club at the different stages of preparing for and conducting their investigations?
- Do the WASH Club members know which step they are on in the process, and what this step is all about?

Lesson Plan:

Our advocacy targets!

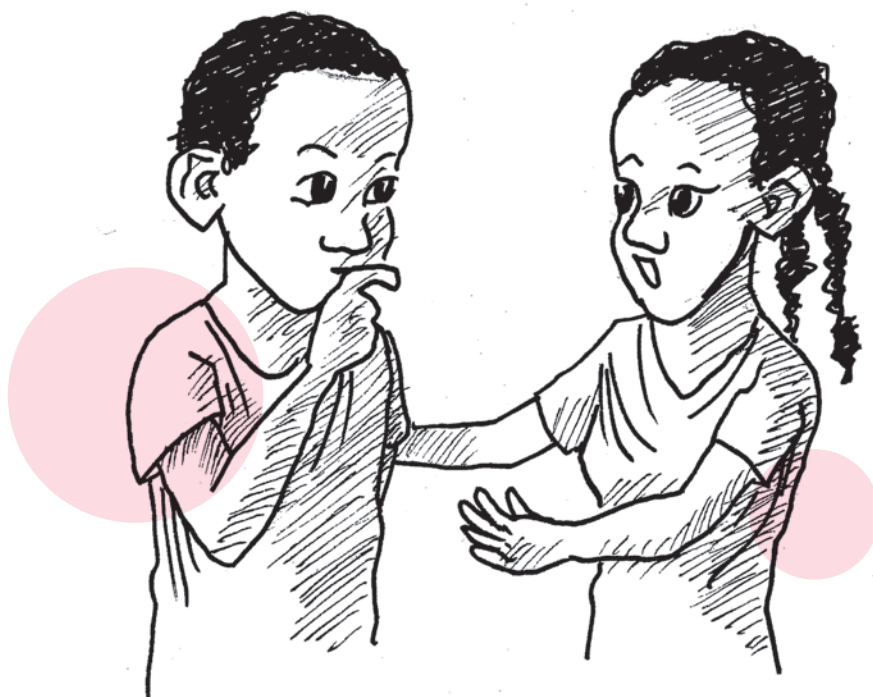
This step is about:

- Planning the target audience for the advocacy activity
- Planning the target change as a result of the advocacy activity
- Having fun!

Advocacy activities will be most successful when the WASH Club knows who the target audience is for the advocacy activity, and what change they want this target audience to make.

As you learned in the section on advocacy theory, there are three types of audiences for advocacy activities and three types of changes that can happen due to advocacy activities. Explain to the WASH Club members that an advocacy activity done by a WASH Club can target different types of audiences and different types of change at the same time.

In the WASH in School's program advocacy means targeting a specific audience to make a specific change regarding an issue of water, sanitation or hygiene access and services. In order for change to happen, the advocacy needs to make somebody do something differently than what they are doing right now. Many years of research have shown that just making people more aware of an issue or problem generally is not enough to mobilise them to act.



For the WASH Clubs, advocacy will be most successful when the WASH Clubs know who the target audience is for the advocacy activity, and what change they want this target audience to make.

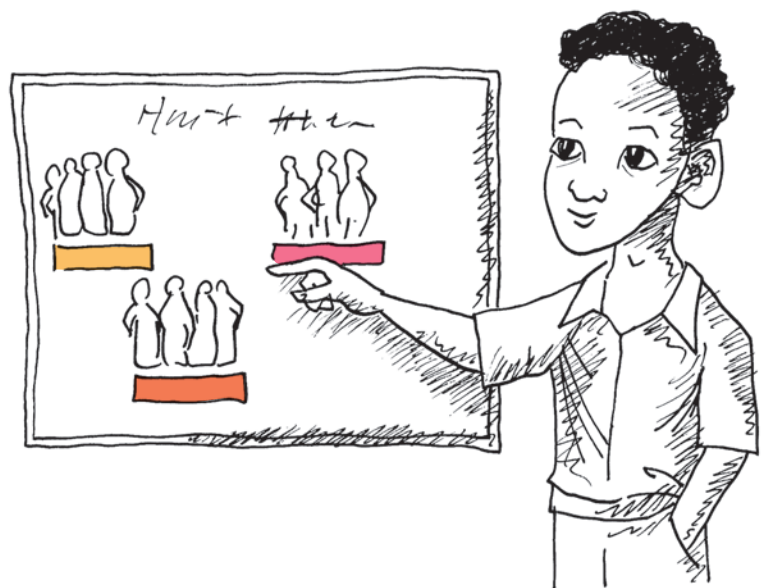
There are three types of audiences:

Public

Influencers

Decision Makers

In a school we have different groups – such as students, teachers, parents, school leadership. Each of these groups can be considered as being part of the general public, or influencers, or decision makers. For example, students are often thought of as just representing the general public in a school, but students influence other students (everyone just knows which students start new trends in music or dress!). Students can also be decision makers when they take on leadership roles in student council or in the WASH Club.



So when the WASH Club has decided on the target issue for an advocacy activity they should think about the three types of audiences and if the audience has a role as Public, Influencers or Decision Makers.

Once the WASH Club has decided on the target audience for an advocacy activity they need to decide on the type of change they want to happen as a result of the activity.

There are three types of changes:

Change	Definition
Awareness	Increased knowledge about an issue or problem, changes in attitude or belief about an issue
Will	Demonstration of support for the change by the target audience
Action	Changes in practice or policy actually happen

Conduct a general discussion activity with the WASH Club members about some of the advocacy activities in the example.

Use the advocacy framework to answer two questions:

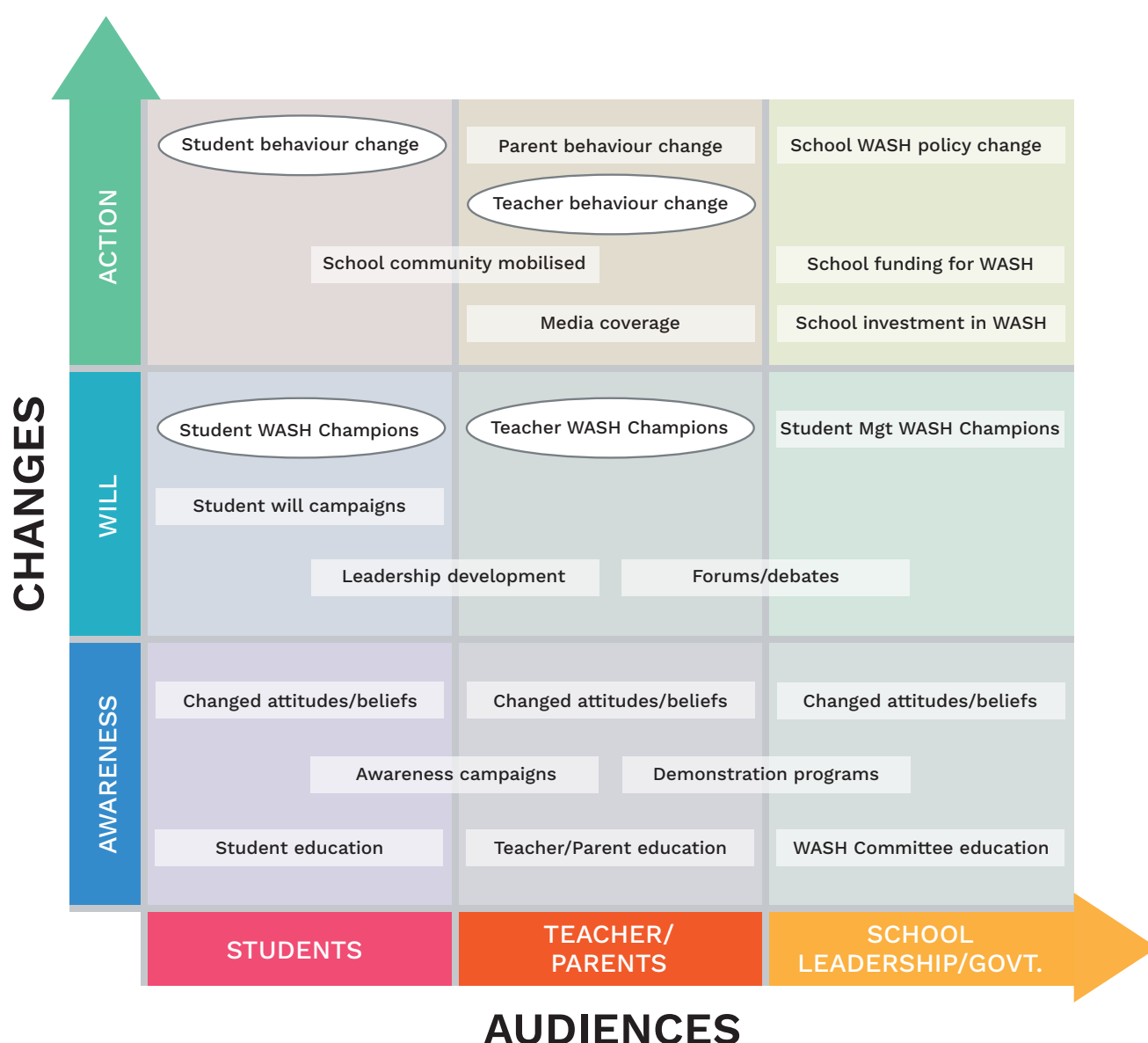
Question 1:

What type of change does the WASH Club want to see? A change in awareness? A change in willingness to act? A change in action (behaviour)? Find that row on the chart. It is ok to choose a point that crosses the lines!

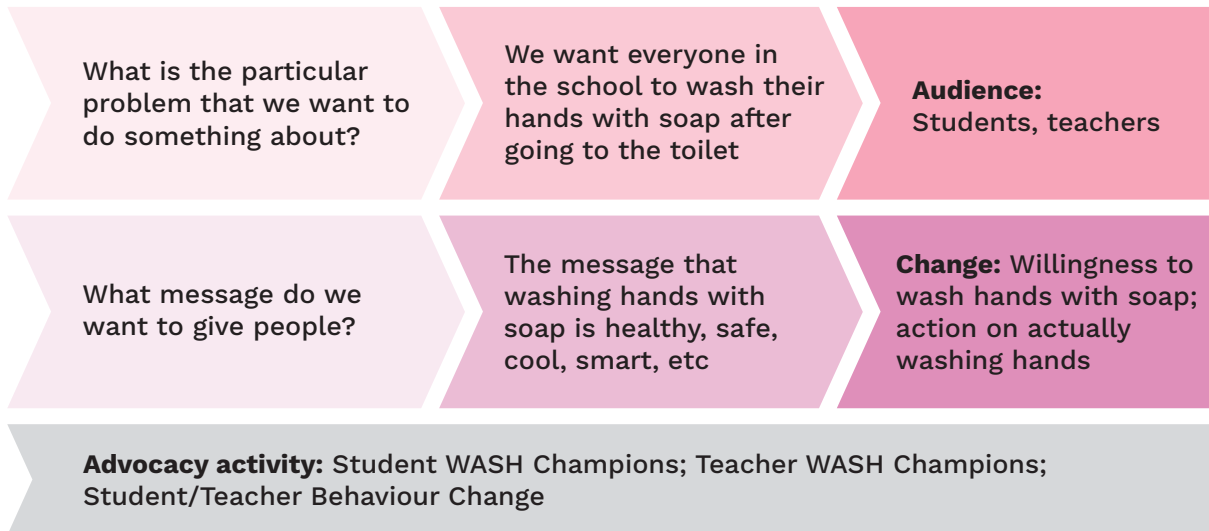
Question 2:

We want to advocate to an audience to change attitudes and/or behaviour. Before we do this, we need to be clear on who our target audience is. Who are you trying to talk to with your message of advocacy? Is it your classmates? Other students? A teacher? The School Principal? Your family or your community? Are they part of the public, or influencers or decision makers? Mark on the chart each audience for your chosen advocacy issue (you can have more than one target audience!).

Write in the planned advocacy change and the target audience at the point selected in the framework. Either use the one with suggested activities, or a blank one.



Each advocacy activity done by a WASH Club can target different types of audiences and different types of change at the same time. The framework below shows different types of WASH advocacy outcomes, and gives an example of a WASH Club mapping the audience and changes for two advocacy campaigns.





Getting to know your target audience

This exercise will help the WASH Club learn more about the target audience for advocacy activities. The WASH Club members should write down each target audience on a separate piece of paper and brainstorm answers to the following questions:

Audience profile (one for each individual or group that is in your target audience):

1. Name
2. Why are they on our list?
3. What do they care about? What is important to them (even if it has nothing to do with your goal/issue)?
4. What do you think they currently know about your advocacy goal?
5. What might be the challenges of communicating with them?
6. Where do they get their information from? Who do they listen to?

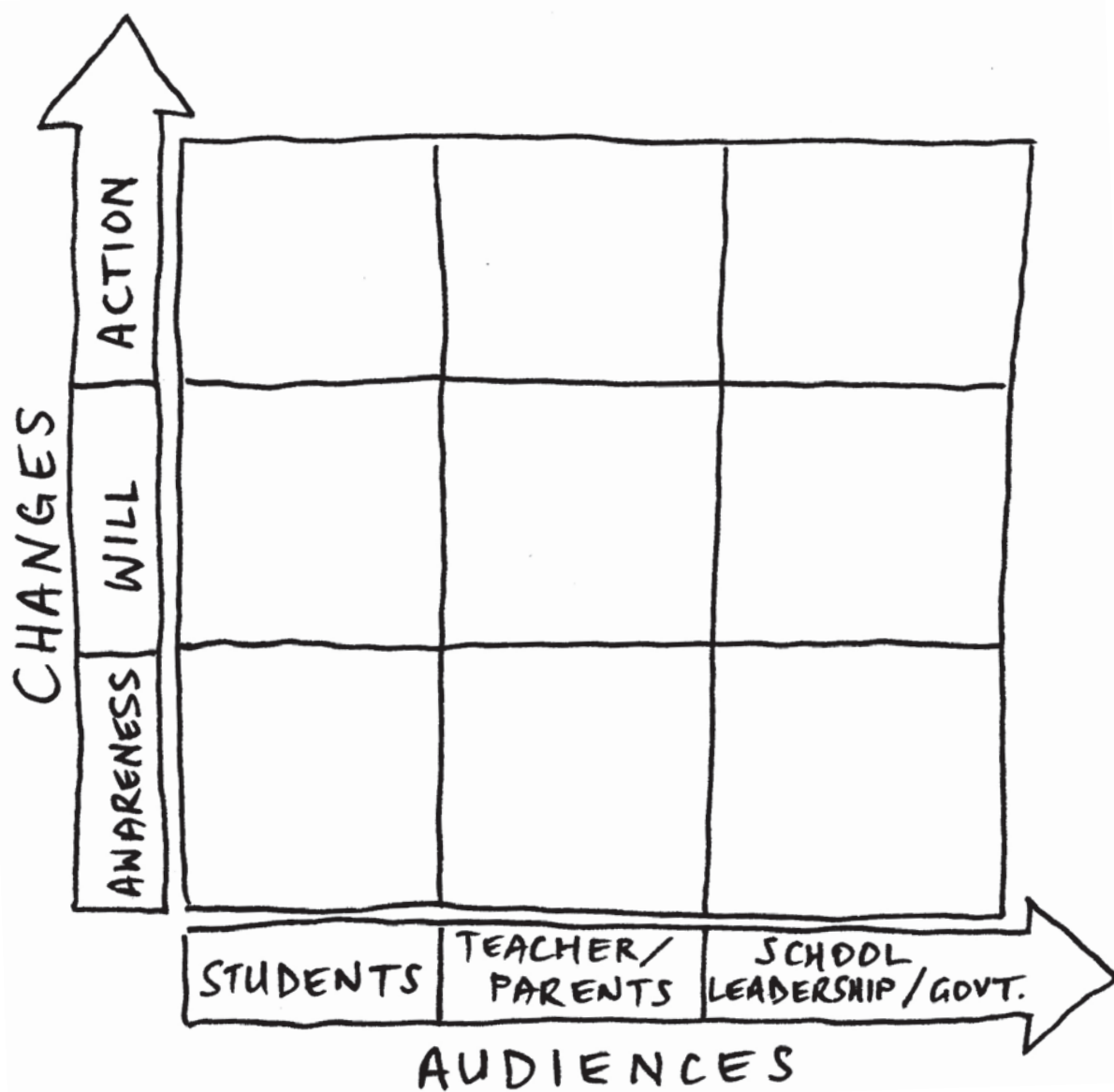
Once you finish your audience profile, summarise their profile with a one-sentence statement about their belief and attitude towards your advocacy goal. For example:

Target audience: Students

Profile statement - "I think being safe at school is really important."

Target audience: Parents

Profile statement - "I live in a small community, and I think we need to agree as a community to improve hygiene standards."



Helpful hints

- The advocacy framework is very useful, but try not to make it complex. If you or the WASH Club members are confused then use one of the suggested examples as you grow in confidence in understanding audiences and types of change.
- It is ok if the WASH Club is unclear on their specific audiences at first. Try to get them to understand the different types of changes first – from awareness, to willingness, to action. Use the Arts for Advocacy Student Guide as much as you can to help the WASH Club members with this.

A tough question for teachers

- It is common for advocacy to focus on changing awareness about an issue. Changing awareness is important, but the impact is not as powerful as changing a ‘thing’ – like behaviour or policy or access. How can you help support the WASH Club to understand and talk about moving beyond just awareness advocacy activities, without taking too much of a lead in their planning?

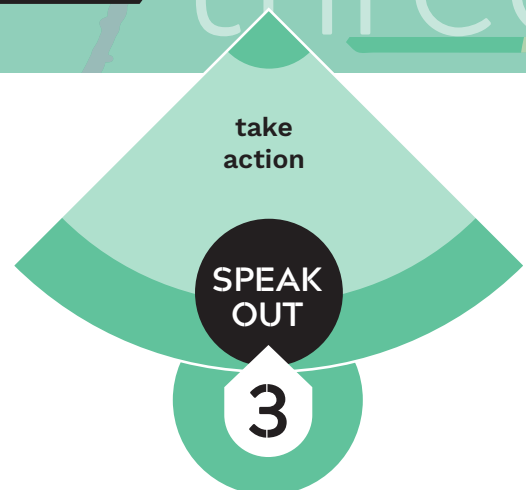
STEP 3 Lesson Plans

step
three

Lesson Plan: Taking action!

This step is about:

- Planning an action (or series of actions)
- Taking action
- Having fun!



This is an exciting stage, where all the hard work done by the WASH Club comes together. Research and experience have shown that when young people get to implement actions that they have planned themselves there is often a powerful impact in communities. Getting out into the community and doing something worthwhile will make the WASH Club feel good about what they have been able to achieve. Things won't always work out exactly as planned, but this will help the WASH Club members (and you) learn too! Help the WASH Club members work through the following activities as part of planning their advocacy actions!

Writing an advocacy goal

A goal is what you want to achieve at the end of your advocacy activity. It should be positive and brief. Imagine writing it on a banner and putting it up in your classroom. Each member of the WASH Club needs to easily understand it and be able to work towards it.

Examples of advocacy goals:

- Our community understands the importance of washing hands.
- Children feel safe using the toilets at school.
- We want to get rid of germs in our school.
- All boys respect the importance of menstrual hygiene for girls.



READ ALL ABOUT IT!

This activity will help the WASH Club to write good goal statements:

- Divide the WASH Club members into two or three groups. Ask each group to imagine that they are reading the school newspaper in the future. There is an article on how their WASH advocacy goal has been achieved and the problem solved.
- WASH Club members practice writing an article headline that includes the goal.
- WASH Club members practice writing the newspaper story by answering: What has changed? How was it possible? How has it changed children's lives?
- WASH Club members can include pictures, illustrations, and quotes.
- Share each of the 'headline news' articles within the larger group.

What's your key message?

A key message is the number one thing you want your audience to remember or do as a result of your advocacy activities. If your audience forgets all about your advocacy activity except for one or two key messages, don't worry – your advocacy plan is a success!

Your key message should be about the central goal of your activities. Your key message or messages should be able to be written down in a line or two. Key messages are easy to understand and easy to remember.

Make sure they are clear, concise, and consistent.

Clear

Easy to understand

Concise

Short! Your key message should be able to be delivered in a couple of sentences, or in 7-8 seconds

Consistent

Messages must be repeated if your audience is going to remember them

Examples

- There are 5 simple steps when washing your hands – you need to follow all five every time you wash your hands
- All students have the right to a safe toilet at school
- Keep girls in school with safe, private toilets!
- Germs are easy to avoid if you use proper hygiene practices

PREPARE KEY MESSAGES FOR YOUR GOAL

This activity will help the WASH Club to write key messages for the advocacy goal by making sure the messages are clear, concise and consistent. This is a brainstorming activity for small groups or one large group. By the end of the session, the group should have an agreed upon key message.

- Write down your overall goal.
- Underneath write down the three important elements of a key message: clear, concise and consistent.
- In groups, discuss or brainstorm key messages for the goal or objective.
- Record the brainstorming ideas.
- Combine the brainstorming ideas until the group comes up with an agreed upon key message(s).

DELIVER YOUR KEY MESSAGE IN 30 SECONDS

This activity will help the WASH Club members to see the challenge of delivering a message in a short time. Two volunteers will act out a conversation between a child and a possibly disinterested adult or classmate. One volunteer plays the role of a student in the school. The other volunteer is a member of the WASH Club doing an advocacy activity. The volunteer who is playing the role of the WASH Club member should not be given time to prepare, but should use a key message from the previous brainstorm activity.

...29...30

THE SETTING:

- The student is walking in the school yard.
- The WASH Club member asks if they can talk to them about an activity of the WASH Club.
- The student agrees, but says he/she doesn't have a lot of time.
- The WASH Club members starts to give the key message.
- The student gives only 30 seconds (time this on a watch or phone!) and then walks away because they have to go.

Ask the volunteer playing the role of the WASH Club member about their feelings of only having 30 seconds to share their message. Do they feel they said what they needed to say? Do they think the student could be persuaded into action based on the 30 second conversation?

Let different WASH Club members try this role play to see if they can get a key message communicated quickly and clearly in a way that is interesting to the other student!

DIFFERENT ACTIVITIES, SAME MESSAGE

This activity is to show how one key message can be delivered through different activities.

STEPS:

- Choose one key message agreed upon in the brainstorming activity or use one of the examples.
 - For each of the activities listed below, discuss in a group how you could best deliver your key message. What would the theme be? What would be a good approach for each activity?
1. A poster on the wall of a washroom, classroom or noticeboard
 2. A dance or song at a primary school assembly
 3. A short two minute video featuring interviews with students
 4. A social media post on Instagram or Facebook
 5. A community mural on the side of a school wall.

Time to get active

Use activities to reach your objectives and goal.

The WASH Club should now know their advocacy goal. They also know the target audiences and the key messages. Now is the time to start talking about how to deliver these key messages in a creative, exciting and informative way. The Arts for Advocacy Student Guide shares many advocacy activities ideas. What's important is that the activities are well planned, organised and deliver the key message to the right audience.

Use this table as a guide for the WASH Club members to start talking about their advocacy activities. It gives an example to help with the discussion:

Questions	Answers (example)
What is the particular problem that we want to do something about?	Problem/Issue: We want everyone in the school to wash their hands with soap after going to the toilet
Who is our target audience?	Target audience: Students, teachers
What message do we want to give people?	Key message: The message that washing hands with soap is healthy, safe, cool, smart, etc
What change do we want to see because of the advocacy?	Change: Willingness to wash hands with soap; action on actually washing hands
Advocacy activity: Student WASH Champions; Teacher WASH Champions; Student/Teacher Behaviour Change	
How do we want to share our key message with the target audience?	We want to tell them through fun activities – games, art competitions, sport competitions. We want the WASH Club to tell them with the help of other students in the school.
What specific activities do we want to do?	• We want to run a WASH Day for Global Water Day with games and competitions for students on washing hands with soap. • We want to have student WASH Champions in each class to promote hand-washing with soap, and to make sure there is soap for students to use when they go to the toilet. • We want to make sure each classroom has a hygiene corner with soap and toilet paper.
What do we need to do it (resources, equipment, people)?	• Games equipment • Competition posters (paper, paint, art supplies) • WASH Day announcement signs (paper, paint, art supplies) • Materials for Hygiene Corners (soap and toilet paper) • Special budget or hat for student WASH Champions • Information on hand-washing for student WASH Champions (Hands Up for Hygiene or other information manual).
When do we want to do the activities?	Halfway through Term 2

Student WASH Club Advocacy activities ideas

The Student WASH Club Advocacy Guide contains many ideas for advocacy activities, but these are only suggestions. By working with the students in the WASH Club using child-to-child participation principles many creative ideas will be generated for WASH advocacy.

- Organise a symposium, debate or discussion forum
- Design a poster
- Hold a WASH competition
- Hold a special event
- Conduct a demonstration
- Make a video
- Do a social media campaign
- Design a stencil for t-shirt printing
- Community mural
- Talk with chalk
- Message on a postcard
- WASH Warriors
- Sing song session
- Public performances
- Set up a website or blog
- Conduct petitions.

MAKING USE OF OPPORTUNITIES

It is worthwhile to look at existing and upcoming opportunities when planning activities. The WASH Club members can fill in the following chart to help brainstorm opportunities:

Existing Opportunities

Ideas

Are there any events or meetings coming up that you can use to talk to your target audience? Special focus days? Special church days? Election days?

Are there regular events (such as school assembly, WASH Committee meetings, etc) that you can use to talk to your target audience?

New Opportunities

Ideas

What new activity opportunity could you create for the target audience?

Who do you need to ask to be able to create new activity opportunities?

Writing an advocacy plan

Activities take a lot of time to plan and implement. Sometimes they cost money. Sometimes they require the use of resources such as computers, cameras, marker pens and poster paper or items for art. They also require friends to help out.

The WASH Club will need to plan what resources they need for each of the activities planned. They will also need to decide on how they will get the resources. It will be good to help them in their planning to use the resources they already have access to, and also to try to get some help with resources from the school leadership, from community (business or church or other group) or from Live & Learn.

A work plan is like a personal reminder. It reminds you when you want to achieve your objectives and the due date for each of your activities.

The WASH Club should be able to answer the following questions now they have finished their advocacy plan.



Ask yourself and then answer the following questions:

- What are the steps we need to take to prepare for the advocacy activity?
- What are the due dates for each of these steps?
- Do we need to do some extra research for any of the steps in the plan?
- Who do we need to ask to help us for each of the steps?
- Should I call a meeting with any of my key audience or people helping in my advocacy plan?
- Does everyone involved in the WASH Club know about the plan and the due dates?

For each activity get the WASH Club members to break down each step involved in planning. Include a due date, responsibility, brief description and resource need (including any costs or sources of resources). This will help them plan ahead of time to ensure the activity is done.

Example of an advocacy plan

ADVOCACY ACTIVITY

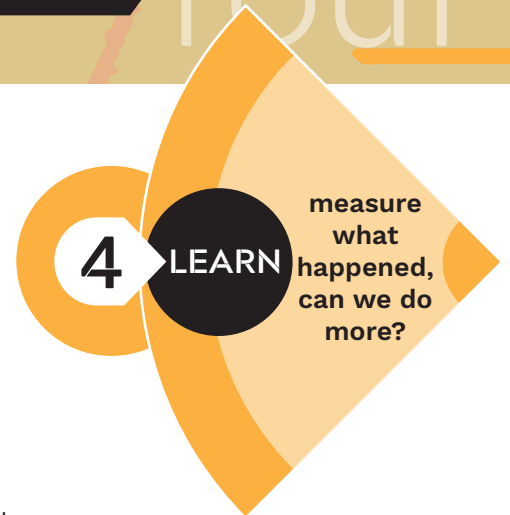
Design a poster about the importance of washing hands with soap.

	Due Date	Responsibility	Brief Description	Resources Needed
Materials	10 February	WASH Club with support from teacher	Have all resource materials ready for painting.	20 pieces of paper, paint, paint brushes, water. Cost: No cost, donated by art teacher in school.
Discuss content of posters	10 – 12 February	WASH Club	Before we begin painting we need to agree on a theme, words and remind ourselves of five step hand-washing plan.	Marker pen, board. Cost: No cost, donated to WASH Club by Live & Learn.
Painting posters	13 February	WASH Club	All posters need to be finished in class.	Painting posters. Cost: No cost, just time of WASH Club members.
Laminate posters	14 February	WASH Club	All posters need to be laminated to protect against dirt and sun.	Laminator machine. Cost: Hire from Live & Learn – K5 per poster.
Put up posters in primary school wash room	15 February	WASH Club	We need to agree where we want to put up each poster.	Tacks, nails or tape, hammer. Cost: No cost, donated by WASH Committee.



STEP 4 Lesson Plan

Evaluating child participation in the WASH Clubs



Step 4 of the school WASH Club advocacy process is ‘Learn.’ The Student Guide will help the children in the WASH Clubs learn and reflect on the advocacy activities. It is also important for us to reflect on the operation of the WASH Clubs and how children are participating. This kind of reflection should be done at least once a year.

At the beginning of this Teacher Guide we talked about the types of participation:

- Consultative
- Collaborative
- Child-led.

There also are three ways to look at HOW children participate:

Scope:

When do children get involved, and at what level – consultative, collaborative or child-led?

Quality:

Do participation activities comply with the nine basic child participation standards (described earlier in this guide)?

Outcomes:

What happens as a result of the participation activities – to children themselves and the realisation of their rights?

Organisations like Save the Children and the Child-to-Child Initiative have developed excellent participatory tools for gathering feedback from children and young people on the type of participation and the outcomes of participation. A collection of these tools is provided here. You should work with different stakeholders, including children, to complete these tables at least twice a year.



EVALUATION ACTIVITY: Happy Sad Faces Assessment

This is a very simple tool that can be used with and by children, young people or other stakeholders to explore strengths and weaknesses of child's participation and suggestions to improve it.

RESOURCES

Flipchart paper and pens.

WHAT TO DO

Draw a table like the one below on a sheet of paper.

Name of the advocacy activity:		Project date:
 Strengths and successes:	 Weaknesses, challenges and threats:	 Suggestions on how to improve:

- Ask the WASH Club members to fill in the name of the advocacy activity or campaign they have just completed and they want to evaluate. Add the date, number of participants in this evaluation activity (eg. 5 boys and 6 girls aged 8-12).
- Under the smiling face, ask them to think about and list all the strengths about how boys and girls of different ages and abilities have been involved in different stages of the advocacy activity. Encourage them to discuss and share success examples, and why these examples indicate strengths or successes.
- Under the sad face symbol, ask them to think about and list the weaknesses, challenges or threats regarding the ways in which girls and boys of different ages and abilities have been involved in the different stages of the advocacy activity and why they consider these to be weaknesses.
- Next, under the idea light symbol, ask them to think about and list all their suggestions on how to improve participation by any boys and girls who have not participated in the advocacy activity planning and actions, and any other suggestions on improving the participation of all WASH Club members in their next advocacy action.

This simple review can be adapted and used in many ways for the WASH Club members to think about their successes and challenges, and to capture suggestions for improvements.

EVALUATION ACTIVITY: Red, Orange, Green traffic lights

This tool is useful to monitor and evaluate effectiveness and implementation of an advocacy activity by the WASH Club. Using this tool often can help the WASH Club make changes in their advocacy plans, in the operation of the WASH Club and in other areas important to them. The tool can be used with just the WASH Club members, or with other students in the school. The Red, Orange and Green Traffic Light system is familiar in the school because it is also used in the Bottleneck Analysis for WASH in the school.

This activity should be done in small groups – five to eight young people at a time – so that each member can actively share their views. You need good listening and probing skills to facilitate this activity well, especially if some participants feel that they want to rate the advocacy activity red.

RESOURCES

- Flipchart paper
- Red, orange and green markers or crayons, or colour paper, or paint
- Post-It notes, or small pieces of scrap paper
- Pens
- Masking tape (or other simple tape).

WHAT TO DO

1. Draw and shade three circles of red, orange and green on a piece of flipchart paper (or use three circles cut from coloured paper).
2. Explain to the WASH Club members that they are going to have a chance to monitor and evaluate how their participation in an advocacy activity is going.
3. Explain the use of ‘traffic lights’ and the colours of the three circles (red, orange and green) and ask children to choose which colour represents the progress and outcomes of the advocacy activity, and why.

Red

Red indicates that the advocacy activity is not going well (for example, there is limited participation of children or limited change in the advocacy issue).

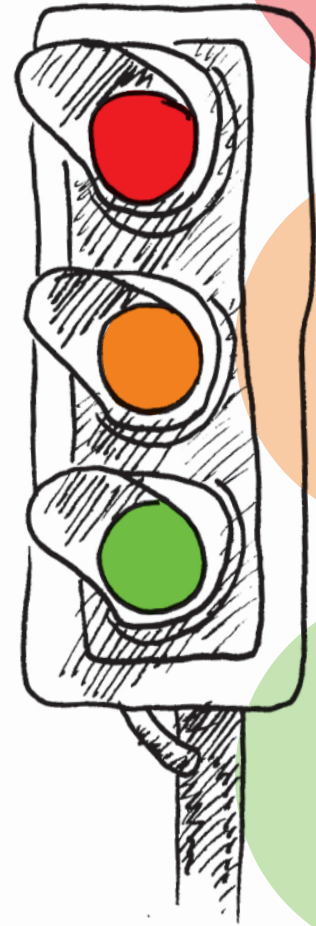
Orange

Orange indicates that the advocacy activity is going fairly well, but there is room for improvement.

Green

Green shows that the advocacy activity is progressing really well and there are positive outcomes for the WASH Club members and/or other children from their participation.

- The WASH Club members are then given Post-It notes or small pieces of card to write their reasons, and they place them on one colour circle that best represents their opinions and thoughts.
- As the WASH Club members stick their Post-It notes or cards on a colour circle, they are encouraged to share their reasons with the group.



EVALUATION ACTIVITY: Before and After Body Map

This tool can be used at the start of an advocacy activity planning, and at the end of implementing a WASH advocacy activity or campaign. It helps explore participation by the WASH Club members, and any changes they have experienced.

RESOURCES

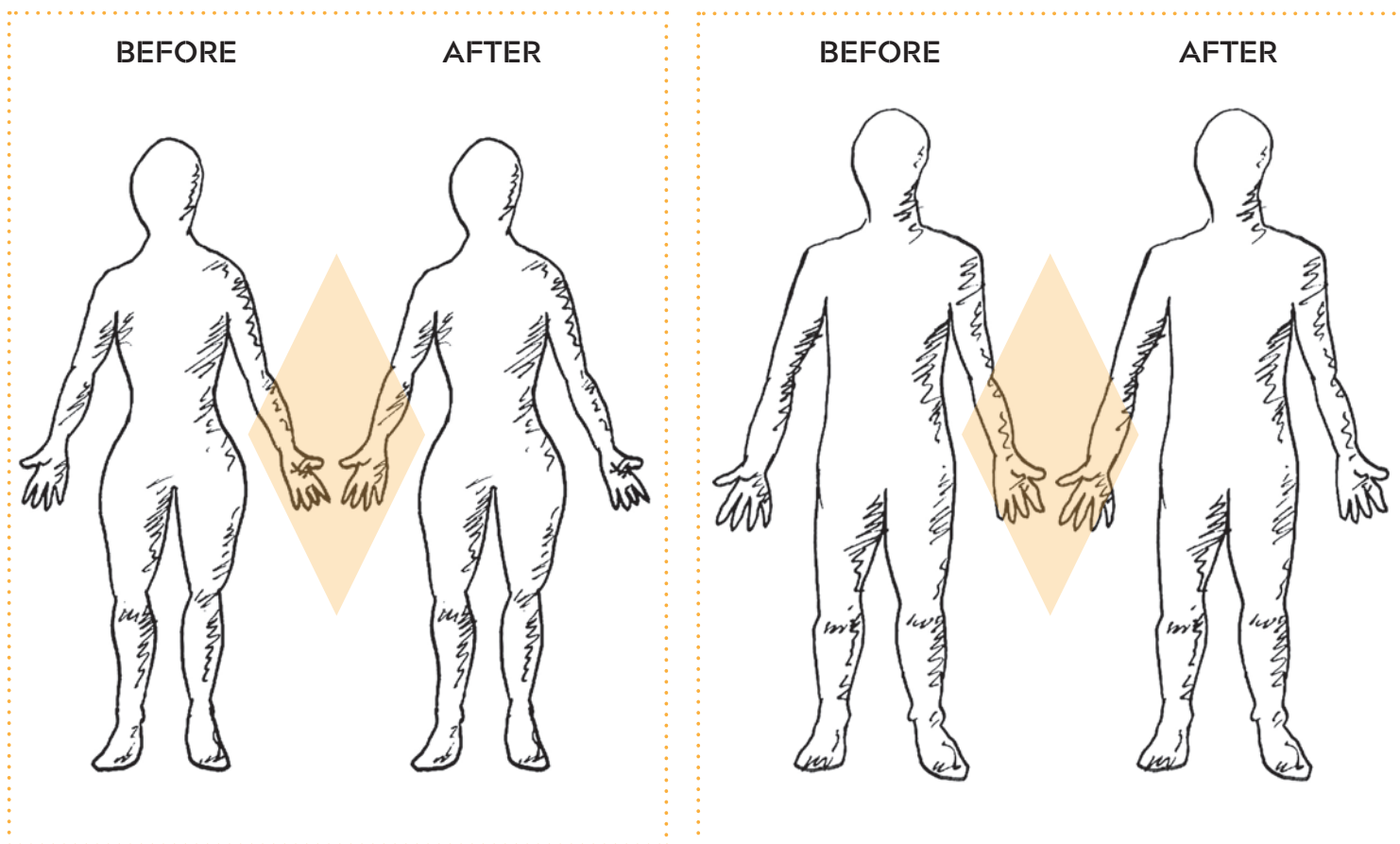
- Big piece of paper (at least A3) with an outline of a body drawn on it
- Flip chart paper
- Different colour pens
- Crayons
- Tape.

WHAT TO DO

- Place large sheets of flip chart paper on the floor and ask the WASH Club members to sit in a circle around the paper. Ask for a volunteer to lie down on the sheets so that the shape of their body may be drawn onto the paper. Draw around their body shape with chalk or pens.
- Draw a vertical line down the middle of the body. Explain that this child is a girl or boy from the WASH Club. The left-hand side represents the young person **BEFORE** the advocacy activity. The right-hand side represents the child **AFTER** the advocacy activity.
- Use the body parts to explore changes that have happened for the WASH Club members because of their participation in the advocacy activity (or the WASH Club itself).

- ▶ **The head:** What knowledge did WASH Club members have before the advocacy activity on the issue? What knowledge do WASH Club members have now after the advocacy activity? Do the WASH Club members like or dislike these changes?
- ▶ **The eyes:** How did adults (teachers, school leaders, parents, community elders, etc) see the WASH Club members before the advocacy activity? How do these adults see the WASH Club members now? What has changed? Do the WASH Club members like or dislike these changes?
- ▶ **The ears:** How did adults (local officials, school leadership, teachers, parents, elders) listen to WASH Club members before the advocacy activity? How do these adults listen to the WASH Club members now? What has changed? Do the WASH Club members like or dislike these changes?
- ▶ **The mouth:** How do boys and girls in the WASH Club communicate with their peers, their parents, their teachers or others? What was this like before the advocacy activity? What is it like now? Has anything changed? Do the WASH Club members like or dislike these changes?
- ▶ **The shoulders:** What responsibilities were done by girls and boys before the WASH Club advocacy activity? After the advocacy activity has there been any changes in responsibilities for girls and boys? What do the WASH Club members think about any changes?
- ▶ **The heart:** How do girls and boys feel about themselves before the WASH Club activities, and after the activities? Have there been any changes in adults' attitudes towards young people?





- After you have completed the body shape discussion facilitate a general discussion about the following:
 - ▶ Are any girls or boys facing discrimination from other children or adults due to their gender, age, disability, ethnicity, religion, family income or any other reasons?
 - ▶ Are there any differences in the way young people are listened to or involved in decision making due to their gender, age, sibling order, disability, ethnicity, religion, family income or any other reasons?
 - ▶ What changes would the WASH Club members like to see as a result of their WASH advocacy activities?

EVALUATION ACTIVITY: Red Ribbon Monitoring

This tool has been developed and used by young people and children in villages in India as a way of continually monitoring action (or lack of it) by local authorities or leaders to address concerns that children have raised. It can be adapted for use in a school if the WASH Club members think it is appropriate.

RESOURCES

White and red ribbons (or any colour agreed on by the WASH Club members).

WHAT TO DO

- When the WASH Club members have identified an advocacy issue that they want to do a campaign about they tie red ribbons around a prominent tree in the community or school once their concerns have been raised with the relevant leaders (school leaders, church leaders, community leaders, government leaders, etc). The actual concern can be written on the ribbon.
- As the WASH Club advocacy activities are implemented the WASH Club members regularly monitor and discuss whether the targeted leaders have taken any actions to address the concern.
- If the targeted leaders take action to address the concern raised by the WASH Club members then the children remove the red ribbon from the tree and replace it with a white ribbon.





Congratulations!

You have now supported the students to work through each of the four steps in the Advocacy Cycle and they should be on their way to becoming experienced advocates. You have supported students in the WASH Club so that they now:

- Understand different types of systems and how to use connection circles to understand relationships in a system.
- Understand the different types of power, and have strengthened their power within and power with experience through working together on an advocacy campaign.
- Understand how to select the audience and type of change for an advocacy activity.
- Have experience in planning and implementing an advocacy campaign.
- Understand why it is important to evaluate and learn from activities and how to do better in your next advocacy campaign.

Hopefully you as a teacher have also strengthened your skills in supporting child-led activities, ensuring inclusiveness and participation. We look forward to seeing the amazing things your WASH Club will be able to do.





**This guidebook will help you
support students
to become powerful advocates!**

This guidebook is the teacher's guide to supporting students as they develop the opportunities and power to be able to change things in order to make life better in their school and community.

Inside this guidebook are step-by-step ideas for teachers to support student clubs to work together to plan and carry out advocacy activities so that everyone in the school has safe drinking water, access to good toilets, and good hygiene practices such as washing hands with soap. The activities in this book will help students to feel confident about how they can influence positive changes in the school and community. There are lesson plans to help you guide the students as they plan, develop and implement exciting advocacy activities, including using art to inspire others.

This book is focused on water, sanitation and hygiene, but the approach you will learn can be used to support students to influence positive change in any issue important to them – showing everyone what an amazing difference young people can make in the world!