



Photo: Marco Fischer



LET'S PLAY!



YEAH!



MANUAL



Photo: Julian Pircher



IMPRINT

PUBLISHED BY

Viva con Agua de Sankt Pauli e. V.
 Neuer Kamp 32 • 20357 Hamburg
 kontakt@vivaconagua.org
 www.vivaconagua.org

Watoto Wasoka
 Mulira village • Namirembe
 Bakuli Behind Regency Hotel
 info@watotowasoka.ug

**PROJECT MANAGEMENT
 (V.I.S.d.P.)**

Lars Braitmayer

**ILLUSTRATIONS &
 CHARACTER DESIGN**

Davina Cochrane

**COMIC
 (PAGE 17)**

Russlan

LAYOUT
 Julia Koch

financed by
 Auswärtiges Amt
 Deutschland



CONTENTS

Viva con Agua
Football4WASH Manual
Table of Contents

6 INTRODUCTION

- | | |
|--------------------|---------------------|
| 6 In a Nutshell | 12 Agents of Change |
| 8 The Concept | 14 The Purpose |
| 10 Facts & Figures | |

16 WARM UP GAMES

- | | |
|---------------|------------------|
| 19 Name Games | 20 Warm up Games |
|---------------|------------------|

28 THE DRILLS

- | | |
|----------|----------------|
| 31 Kick | 40 Run |
| 36 Throw | 44 Communicate |

48 THE BIG PICTURE

- | | |
|---------------------|----------------------|
| 50 Program Cycle | 59 The Organisations |
| 56 Theory of Change | |





FOOTBALL4WASH IN A NUTSHELL

Football4WASH (F4W) is a programme developed and conceived by Watoto Wasoka Foundation and Viva con Agua.

Football4WASH combines the vibrant potential of football and the ability to create a fun-filled learning environment, where sensitization for WASH (water, sanitation & hygiene) related health behaviour is carried out in a joyful and playful way.

What you've got in front of you

This Football4WASH handbook is designed for any individual, group or organisation that is interested in using this programme as an educational tool, including teachers, coaches and young leaders.

For better orientation and an easy application of the handbook, it is structured in the following sections:

1. Introduction

You can find background information on the programme and WASH.

2. Time for Action

You can find a step-by-step explanation of how to conduct a F4W session.

3. The Big Picture

You can find out how to integrate the F4W within a bigger project-framework.

Football4WASH has the potential to:

ACTIVATE

through physical activity



SENSI-TIZE

through WASH education

CONNECT

through community and regional outreaches

TRANS-FORM

through joyful learning

LET'S PLAY!



FOOTBALL4WASH

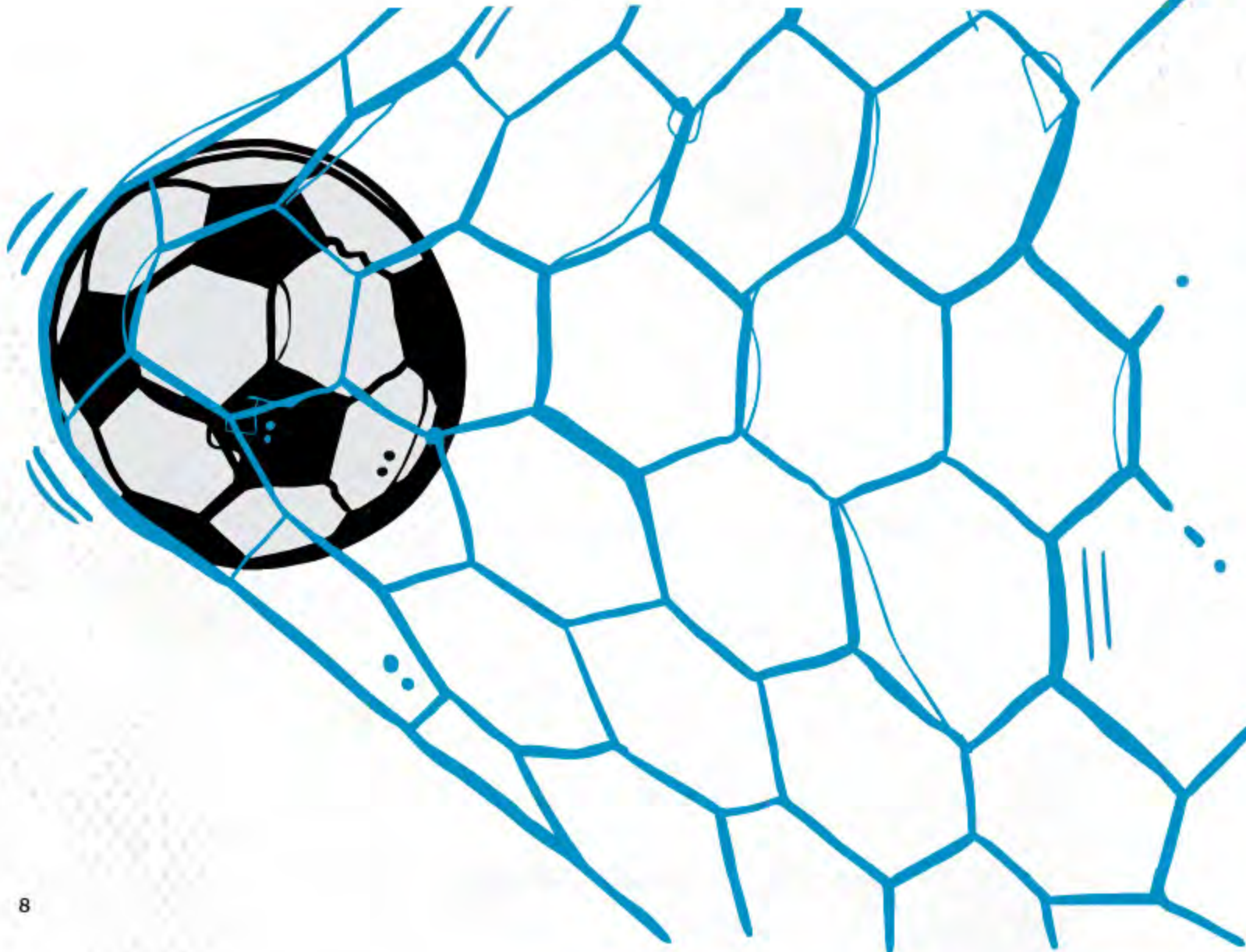
IDEA • CONCEPT • PURPOSE

Football as a sport is enjoyed by over 2.6 billion people all over the world. In East Africa alone, over 40 million boys and girls, women and men are actively involved in football games, either competitively or as fun games.

Football and getting engaged in physical activity in general can provide opportunities for children and adolescents to develop greater agency over their life, to build leadership and life skills. It also fosters a sense of belonging in a group and /or community and especially for children in challenging contexts, sport can play an even greater role in promoting a healthy and safe learning development. Sports generates positive affects and emotions which play an important role in health-related behaviour change, helping to transform new learned techniques into lasting routine behaviours.

Connection with the Sustainable Development Goals

By tapping into the areas of social inclusion, education, child protection and empowerment, sport- and football-interventions directly contribute to the achievement of the United Nations Sustainable Development Goals (SDGs).





WATER

489 MILLION

people worldwide permanently do not have access to clean drinking water (unimproved access or surface water).

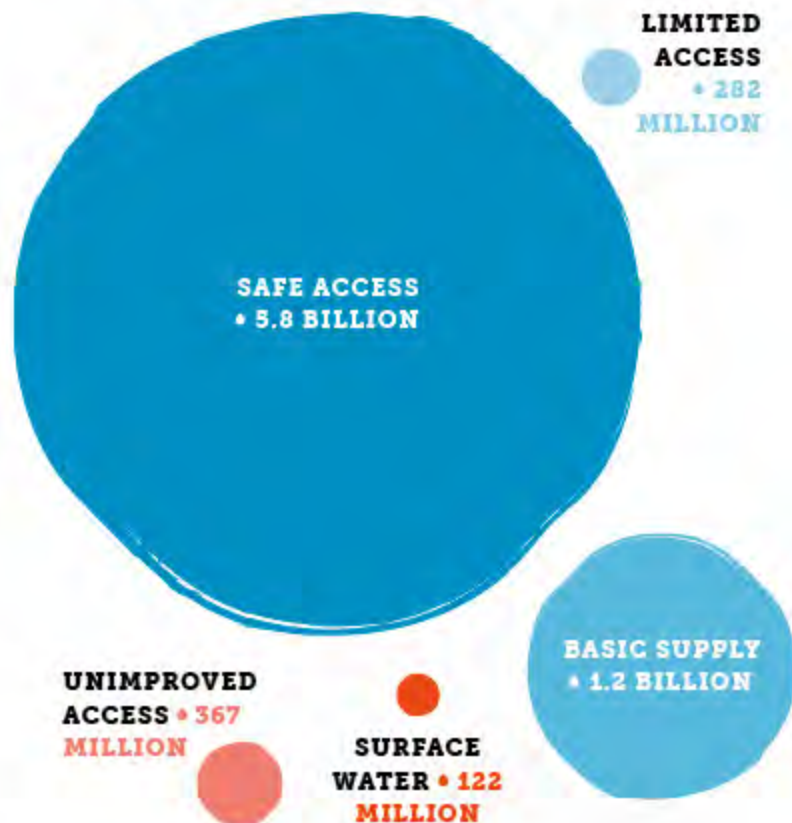
771 MILLION

people worldwide do not have access to even the basic supply of drinking water.

7 OUT OF 10

people worldwide have safe access to clean drinking water.

GLOBAL COMPARISON How many people have which level of access?



Currently, there are 489 million people worldwide lacking access to clean drinking water and 1.7 billion to sanitation from which 494 million have to practise open defecation.

While WASH-related diarrhoea alone is responsible for about 842,000 deaths yearly, alleged simple behaviours such as washing the hands with water and soap are estimated to reduce the risk of diarrhoea up to almost 50% – making hand washing promotion the most effective, yet cheapest public health measure.

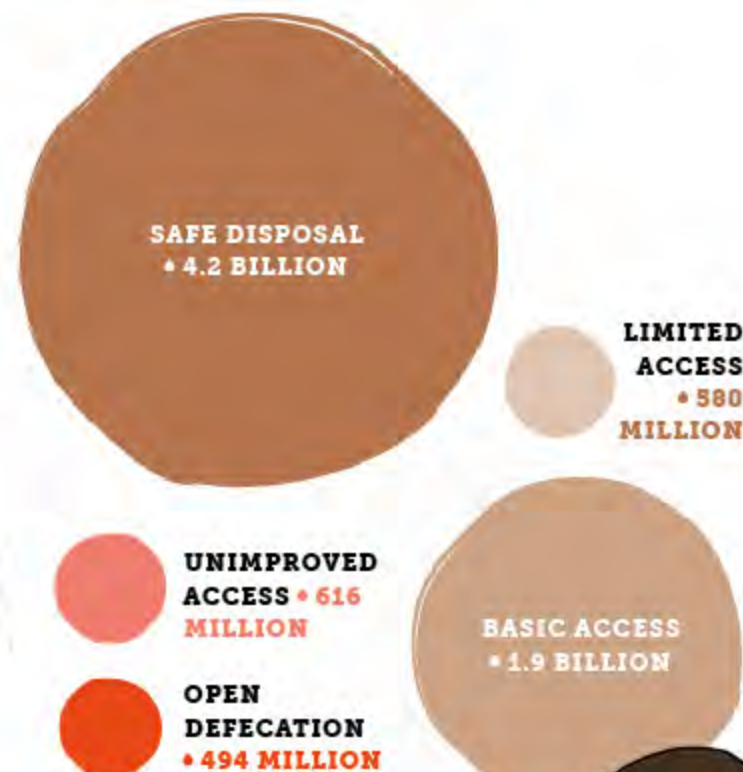
Building upon these chances, F4W imparts effective hygiene practices in a playful way, raises awareness of proper toilet use and the careful use and protection of available water sources.

Data: www.washdata.org

WASH IS GOING ON IN THE WORLD?

SANITATION

GLOBAL COMPARISON How many people have which level of access?



494 MILLION people still cannot access any sanitary facilities.

1.7 BILLION people worldwide have no access to basic sanitation (limited and unimproved access or open defecation).

4 OUT OF 10 people worldwide have safe access to sanitary facilities.



HYGIENE

670 MILLION people have no means to wash hands in their homes.

2.3 BILLION people have no access to basic sanitation (limited or none).

6 OUT OF 10 people worldwide have hand washing facilities with soap and water.

GLOBAL COMPARISON How many people have which level of access?



AGENTS OF CHANGE

WASH interventions in schools transform the pupils to Agents of Change who sensitize their communities and families.

The overall objective of F4W is to promote behaviour change in water, sanitation and hygiene (WASH) practices for improved health and educational outcomes. By providing WASH related knowledge and techniques as

well as general life skills, the F4W empowers kids and adolescents to become Agents of Change in their communities.



...reduction of diarrhoeal diseases leading to improved **HEALTH.**



...reduction of pupil illness and absence in **SCHOOL** leading to improved educational outcomes.



...reduction of diarrhoeal diseases amongst the younger **SIBLINGS** of the pupils.



WASH interventions with children and youth lead to...



Photo: Stefan Groenewald

PLAYING FOOTBALL – BUT WITH A PURPOSE!

WASH activities at schools have a positive effect on absence in school, better educational outcomes and even influence the health status of the pupils' families. This underlines the importance of a low threshold entry point for pupils to get active and participate in WASH trainings, enabling them to become self-efficient and confident Agents of Change who diffuse the improved practices learned in school into their homes and communities.

Challenge accepted

The F4W is designed around a series of football exercises which are easy to learn and execute. By not just relying either on didactic means of information transfer and education or the use of feelings of shame and fear, the F4W with its fun-filled trainings and workshops rather creates an atmosphere where learning and the application of health-related behaviours are joyful and dignified.

The F4W drills are applicable for a Train the Trainers concept and a comprehensive WASH programme, as stand-alone workshops, can be included in already existing WASH interventions and programmes, such as School or Community WASH Clubs, and on the other hand can enrich football events with an additional educational component.

JOYFUL & DIGNIFIED LEARNING

SELF-EFFICIENT AND CONFIDENT PUPILS

FLIN!

STANDALONE OR INCLUSION

LESS ABSENCE IN SCHOOL

TRAIN THE TRAINERS

GREAT EDUCATIONAL OUTCOMES

BETTER HEALTH STATUS OF PUPILS & THEIR FAMILIES

Photo: Weimager/UP



When a coach starts a training session, it is important to ensure that the kids are mentally and physically ready for the skills he or she wants to introduce to or teach them.

Photo: Weisjungshilfe

FOOTBALL4WASH

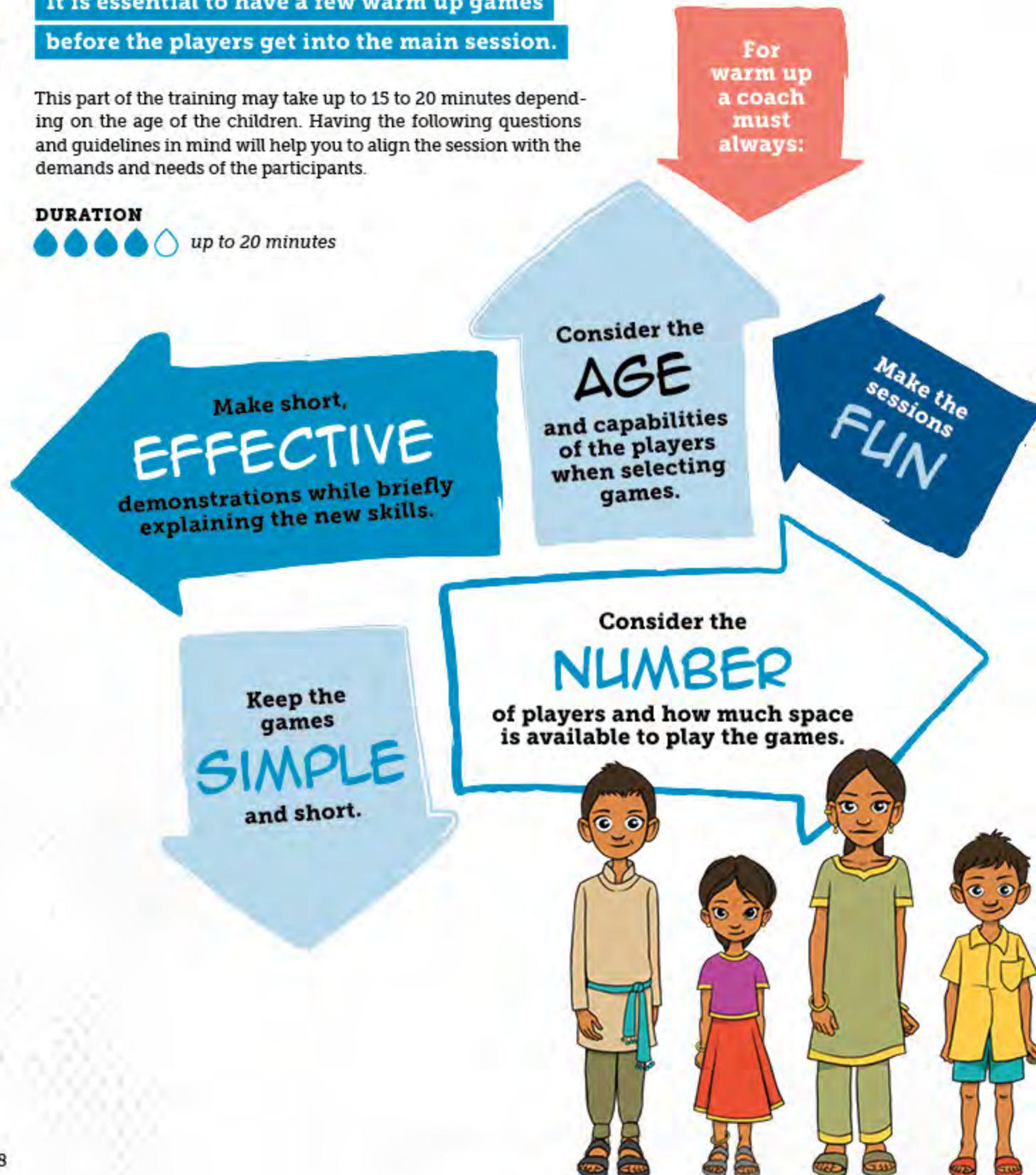
WARM UP WARM UP GAMES GAMES

IT'S GETTING HOT IN HERE

It is essential to have a few warm up games before the players get into the main session.

This part of the training may take up to 15 to 20 minutes depending on the age of the children. Having the following questions and guidelines in mind will help you to align the session with the demands and needs of the participants.

DURATION
 up to 20 minutes



NAME GAMES

Name games are very important for the coach to learn the names of the kids as well as kids learning each other's names if they don't play together often. Name games can also be used as ice breakers for coaches meeting kids for the first time.

DURATION
 up to 5 minutes

Nameless name game

EQUIPMENT a ball if you like
 Make the kids stand in a circle. Point to yourself and say your name "I'm Sarah". Then kids say their names around the circle. You can use a ball to pass around the circle as each kid says his or her name. After going around the circle a few times get each kid to throw a ball to another kid. The kid that catches the ball has to say the name of the one who threw it. This will really test if they were listening!

Concentration on names and keeping the rhythm

EQUIPMENT none
 To play the game, kids stand in a circle close to one another. They have to sing while clapping and tapping their laps at the same time. The song goes: "Concentration is the game, keep the rhythm if you can". The kids have to repeat the statement about three to four times and then one starts calling the names. He or she starts by mentioning his or her name twice and calling another name twice. For example:
 Sarah: Sarah Sarah, John John
 John: John John, Emma Emma
 Emma: Emma Emma, Alice Alice
 Alice: Alice Alice, Fred Fred
 Fred: Fred Fred, ...
 The mentioning of the names, clapping and tapping of laps all have to be in a rhythm. The kids have to concentrate to listen out for their names as they think of who they will call when its their turn.



Name memorizing game

EQUIPMENT none
 Have kids stand in a circle. Start by saying "My name is..." and then answer a question about yourself. For example "My name is Francis and I like posho and beans." The next kid says "This is Francis and he likes posho and beans and my name is Rose and I am 8 years old." The next kid says "That is Francis and he likes posho and beans, this is Rose and she is 8 and I am Emma and I like the colour blue." It's a chain and the kids have to repeat what the last kids have said about themselves. It's really hard to be the last person in the circle!

1



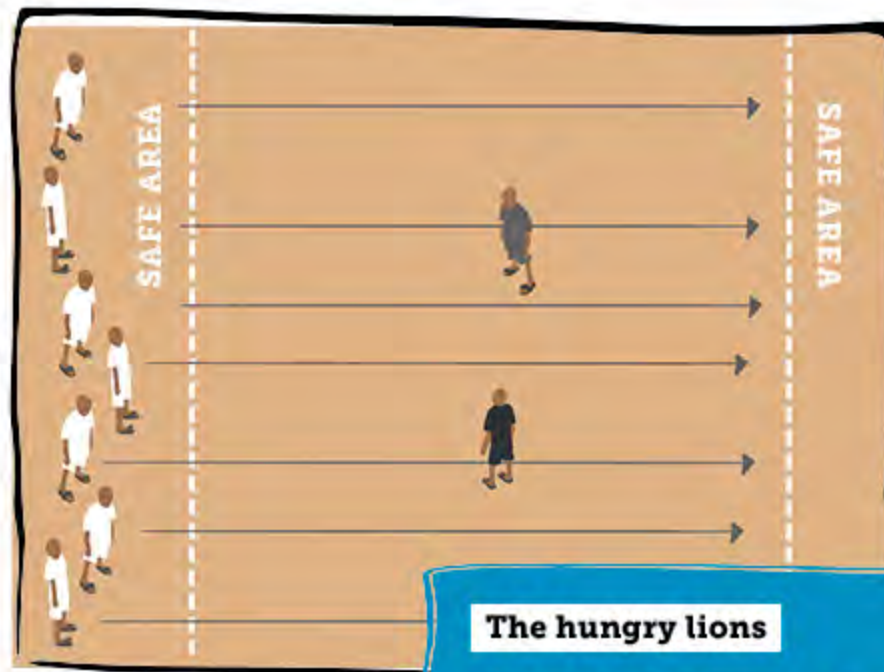
Donkey tails

EQUIPMENT Bibs, cones, whistle
Each player gets a bib and tucks it at the back of his or her shorts to form a tail. Players chase one another in a demarcated field in an effort to steal each other's tail so they can have more tails. The coach blows the whistle after every few minutes and players have to stop and reveal who has the most number of tails.

DURATION
5 minutes

DIFFICULTY
very easy

AGE
all age groups



The hungry lions

EQUIPMENT Balls, cones, whistle
One or two players ("The hungry lions") with a bib kneeling in the middle of the pitch with the rest of the players on one end of the pitch. On the coach's signal, players have to run from one end of the pitch to the other end without being caught by the hungry lions. They are safe when they cross the line at the end of the pitch. The players tapped by the lions join the lions to tap the rest of the players.

2

DURATION
up to 5 minutes

DIFFICULTY
easy

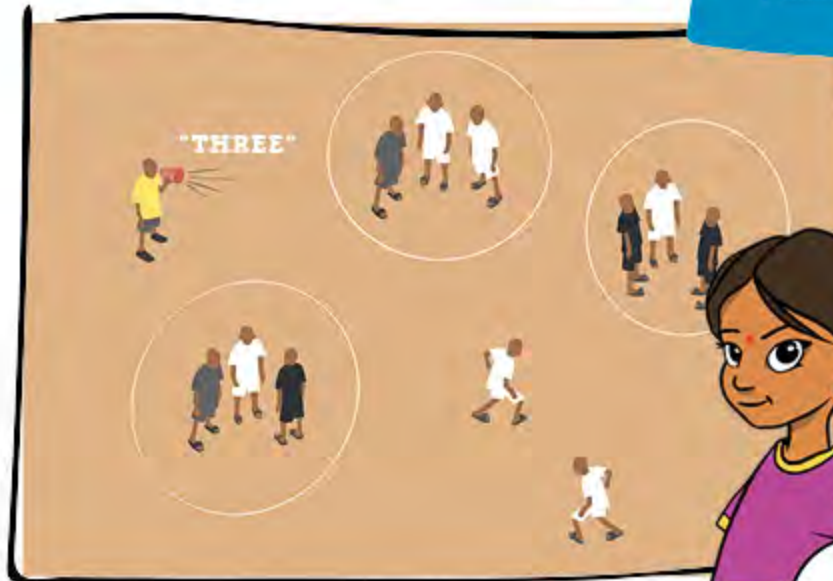
AGE
all age groups
Younger kids of ages 3 to 8 may run without the ball. Older kids of ages 9 to 14 may dribble the ball to the other end of the pitch while running from the lions.

3

DURATION
5 minutes
The game should be as short as possible if players are eliminated.

DIFFICULTY
easy

AGE
younger children of ages 6 to 10 years



Mingle

EQUIPMENT none
Players have to mingle whilst running around with others until the coach signals a number (1, 2, 3, 4, 5, 6, 7). Players have to quickly form groups according to the number signalled or mentioned by the coach. Players who do not make the groups are eliminated. The game goes on until a few players remain.



4

Hats off

EQUIPMENT Cones, whistle
Four cones of different colours are placed on each corner of a demarcated area. Each player gets a cone which he or she places on his or her head to form a hat. Players keep exchanging hats and when the coach blows the whistle, they run as fast as possible to the corner with the colour of the hat that they have on their heads at the time when the whistle is blown. The last person to arrive in their respective corner gets to do frog jumps for the rest.



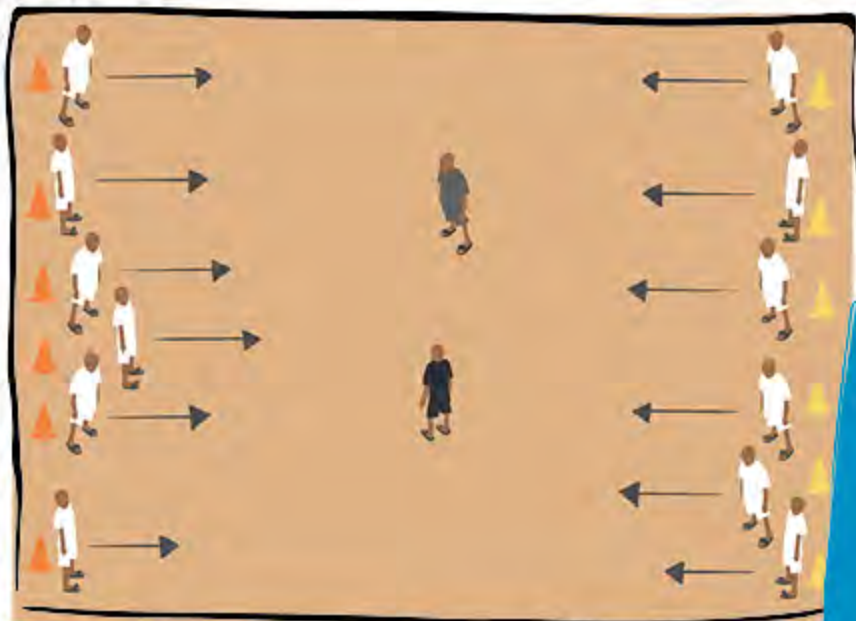
DURATION
up to 5 minutes

DIFFICULTY
easy

AGE
all age groups



Photo: David Walker



Rush hour

5

EQUIPMENT Cones, whistle
Cones are placed on two opposite ends of the pitch. Two groups of players stand at opposite ends of the playing area along the line. One or two players stand in the middle of the pitch to represent traffic. Players have to run as fast as possible to opposite ends of the pitch and grab a cone. The placed number of cones is less than the number of players so the players who do not get a cone join the players who stand in the middle of the pitch as traffic.

DURATION
 up to 5 minutes

DIFFICULTY
 easy

The players who represent traffic may tap the players as a progression.

AGE
 all age groups



DURATION
 5 to 10 minutes

DIFFICULTY
 easy

If the chain is too long, the coach may split it into smaller chains.

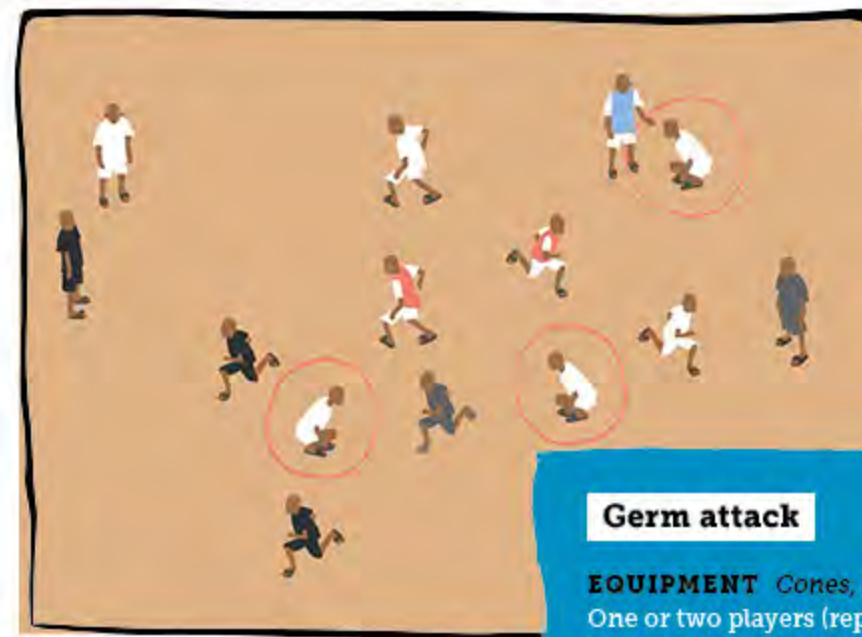
AGE
 all age groups



Amoeba tag

6

EQUIPMENT Cones
One player ("amoeba") chases the rest of the players in a demarcated playing area. Once the amoeba taps any other player, they have to join hands with the amoeba and then chase the rest of the players. The game ends when all players have joined the amoeba.



Germ attack

EQUIPMENT Cones, bibs
One or two players (representing germs) wear bibs and they have to chase the rest of the players in a demarcated playing area. One player also wears a different colour of bib and he or she is the doctor. Once the germs tap a player, they have to squat until they are tapped by the doctor. Players tapped by the doctor get back in the game. The game ends when the doctor is caught.

DURATION
 5 to 10 minutes

DIFFICULTY
 easy

AGE
 all age groups
For older kids you can establish three germs instead of one.

Catch me if you can

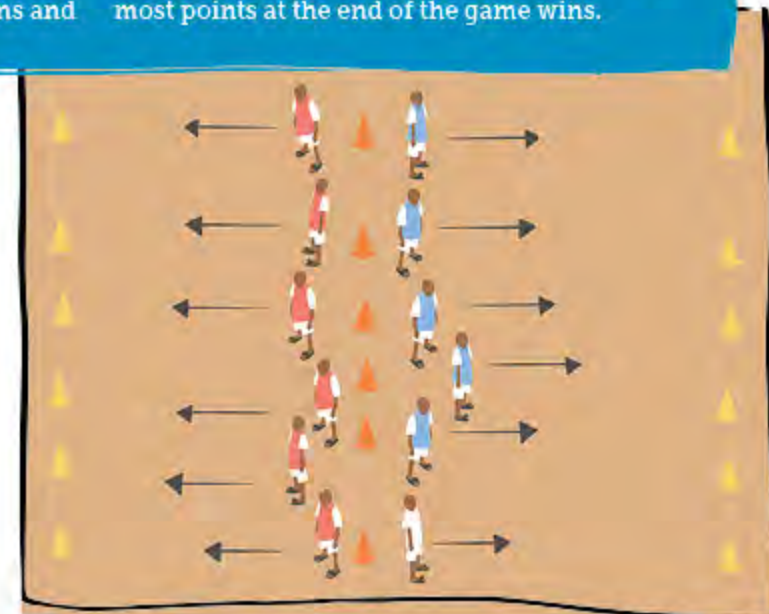
EQUIPMENT Cones, bibs
Set up three parallel cone lines with the same space between each line. Divide the players into two teams and assign a bib colour to each team. Have the two teams line up along the middle cone line with their backs facing one another. One team should be on each side of the cone line. The coach starts the round by calling out one of the two team colours. The team called immediately runs towards the cone line they are facing while the other team quickly turns and

attempts to tag the other team before they reach the cone line. If a player gets tagged before crossing their end line, they must immediately freeze and raise their hand. The coach counts the number of players with their hands up and rewards the other team with one point for each player tagged. The teams walk back to their starting position to repeat the process. The coach keeps score of the total points for each team. Team colours can be called at random as long as they both have had equal attempts to tag the other team by the end of the game. The team with the most points at the end of the game wins.

DURATION
 5 to 10 minutes

DIFFICULTY
 moderate

AGE
 all age groups



Dogs and masters

EQUIPMENT Balls, cones

Each player gets a partner – one plays the role of the dog and the other the master. In a demarcated playing area, the dog dribbles the ball while following the master. The master moves around in all directions, he or she may walk, run, change direction and the dog must be able to keep up with its master. Players take turns to switch roles.

DURATION

5 to 10 minutes

DIFFICULTY

easy

AGE

6 to 14 years



I have the ball

EQUIPMENT none

The game aims at stretching different parts of the body. The kids have to say and imitate what the coach says and does. The coach is holding an imaginary ball and so do the kids and they try to move the ball to different parts of the body and stretch and flex these body parts. For example:

Coach: I have the ball

Kids: I have the ball

Coach: I put it here (on the right shoulder)

Kids: I put it here (on the right shoulder)

Coach: I put it here (on the head)

Kids: I put it here (on the head)

Coach: I put it here (on the left foot)

Kids: I put it here (on the left foot)

Coach: I pepeta (make the right foot dance)

Kids: I pepeta (make the right foot dance)

The coach may pass on the lead role to one kid after another.

DURATION

3 to 5 minutes

DIFFICULTY

very easy

AGE

all age groups



Simon says

EQUIPMENT none

Make the kids stand in a circle. The coach calls out a command and the kids have to follow the commands. However, the only time the kids should follow the command is if the coach says "Simon says" first. If the coach doesn't and a kid still follows the command, they will lose and will need to sit out the rest of the game. The last kid following commands would be deemed the winner.

Choose commands that will work or stretch the kids' bodies physically. A few good commands include, "bend over and touch your toes", "jump up and down", "run in a circle", and "move your arms in circles".

DURATION

5 to 8 minutes

If the kids are really focused, this game can be time-consuming, therefore, the coach has to set a time limit. The kids left standing would all be the winners.

DIFFICULTY

moderate

AGE

9 to 12 years



Apples or pineapples

EQUIPMENT none

Make the kids stand in a circle while facing the other's backs with arm length distance between them and holding the other's shoulders. The coach will call out names of fruits which represent a specific movement and the kids will have to carry out that movement. For example:

Apples = jump forward

Pineapples = jump backward

Mangoes = jump 180°

Kids have to remember what each fruit represents and react with the respective movement. Kids who make the wrong movement may be eliminated.

DURATION

3 to 5 minutes

DIFFICULTY

very easy

The coach may call out the fruits faster so they can challenge the kids to think faster.

AGE

8 to 12 years



Photo: Marco Fischer

FOOTBALL4WASH THE THE DRILLS DRILLS

The following drills are the heart and essence of F4W. They are applicable as parts of a from scratch WASH programme, as standalone workshops, can be included in already existing WASH interventions and programmes, such as School or Community WASH Clubs, and on the other hand, can enrich football events with an additional educational component.



LET'S GET THIS PARTY STARTED!

The following explanations will guide you through the particular F4W drills, which are the heart of the programme, helping you with the instruction of the drills.

F4W coaches are playing a crucial role in generating the most positive outcomes for the children and knowing how to conduct and execute the particular F4W drills correctly is a premise for the success of the programme. However always bear in mind that it doesn't replace clear and respectful communication, a willingness to listen attentively and to integrate feedback. The creation of a participative, trustful and protected learning environment is of immense importance and safeguarding children must be the priority in every F4W Session.

DURATION
 up to 15 minutes



How to read the Football4WASH instructions correctly

Do you need equipment and if so, what?

EQUIPMENT
balls? cones? bibs? nothing?

What's the main topic of the drill?

Drill Set-Up

Every drill has a short description introducing you to the structure of the exercise.

Which WASH contents does the drill include?

Topic

What can you change to make the drill easier / harder / shorter?

WASH Connection

Progression

DURATION

DIFFICULTY

AGE

PARTICIPANTS


Everything at one glance:
 How long will the drill take (from a few minutes up to half an hour), how difficult is it (from very simple to complicated), which age and how many participants are recommended?

KEEPING COMMUNITIES SAFE



EQUIPMENT
Balls, cones, bibs

Drill Set-Up

Two teams play a game to goal, with two to four neutral players whose role is to kick the ball out and disrupt the game. The neutral player can have bibs, or different colours.

DURATION
 15 to 20 minutes

DIFFICULTY
 moderate

AGE
 8+ years

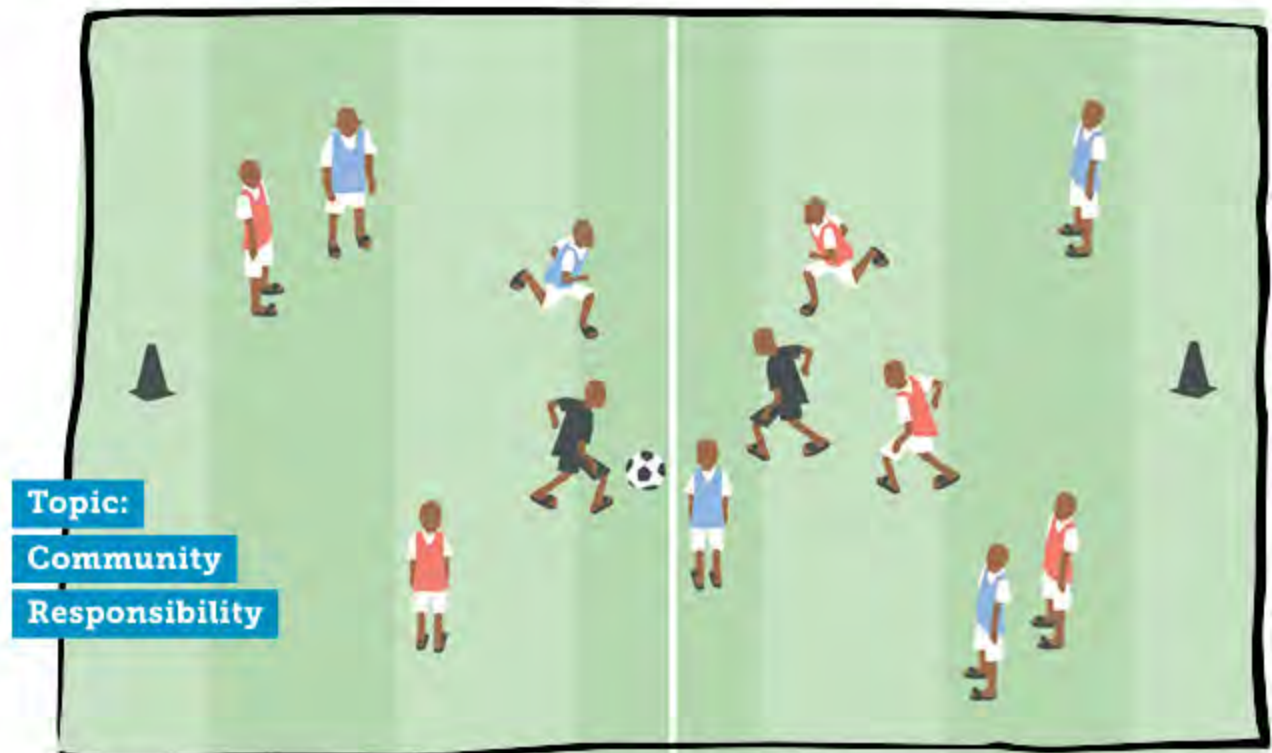
PARTICIPANTS
 12 to 16

WASH Connection

Each time the ball is kicked out (disruption), it represents a community outbreak of disease (e.g. typhoid, cholera, diarrhoea, food poisoning, trachoma). The neutral players could be germs, diseases, etc. What are the different WASH spaces in our communities? How can we keep them safe and clean? How can we ensure access to water for all?

Progression & Improvisation:

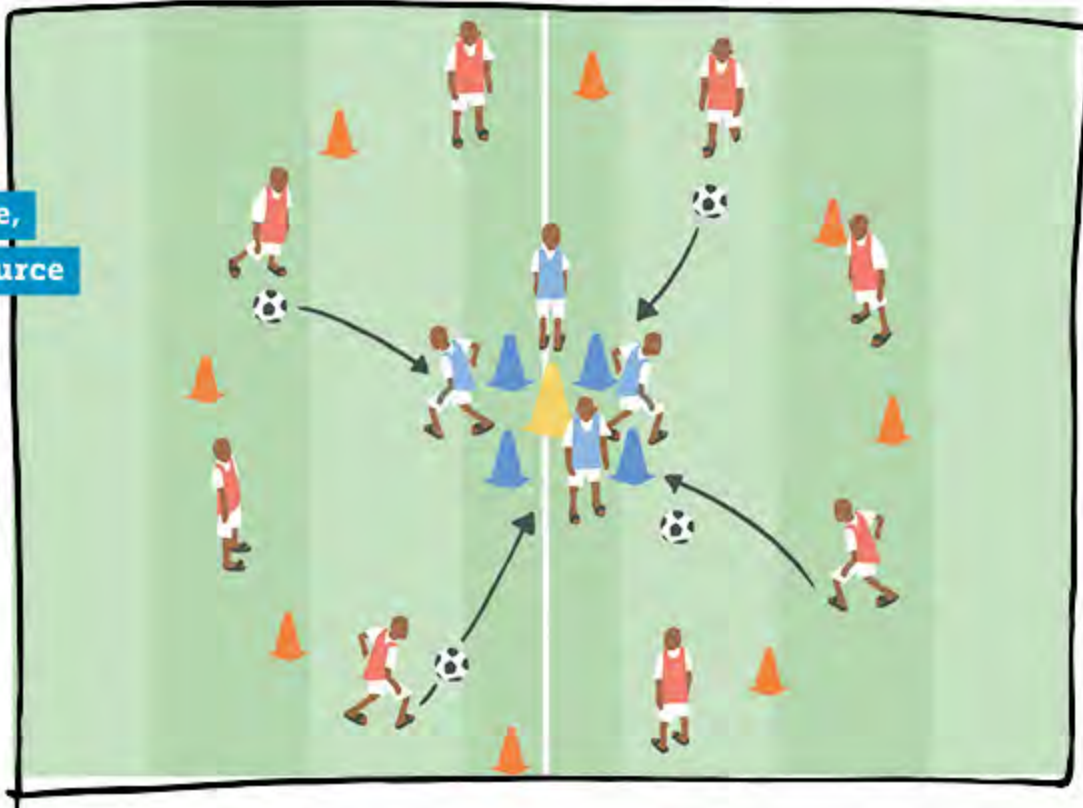
You can add or reduce the number of neutral players in the game. What can we do to limit the neutral players from disrupting play?



Topic:
Community
Responsibility

PROTECT THE WATER SOURCE

Topics:
Water Use,
Water Source



EQUIPMENT
6 balls, 13 cones

Drill Set-Up

A cone in the middle is surrounded by a small square of cones and a bigger circle of eight to ten cones. The inner square is the defensive ring where four players try to protect the ball from knocking the inner cone. The outer ring is bigger and has more players who are trying to hit the inner cone using footballs.

DURATION
10 to 15 minutes

DIFFICULTY
easy

AGE
9+ years

PARTICIPANTS
10 to 14

WASH Connection

The inner cone represents the water source which must be protected. The inner square forms a ring protecting the water source. The outer ring represents the community that uses and contaminates the water source with all kinds of germs or contaminants.

Progression

The drill can be adjusted by increasing the footballs in the outer ring, or increasing or decreasing the distance between the defensive and attacking rings. The coach may also increase or decrease the number of attackers or defenders. Swap the defenders and shooters. Shooting should be low not to hurt the defenders.

RUBBISH PIT



EQUIPMENT
Footballs, bibs, cones

Drill Set-Up

A small centre is marked out in the middle of the pitch. Four squares are marked out in each corner of the play area. Around the middle centre, four players are defending against any incoming attack. A player / attacker is then placed out in each square. He or she is given three cones. Each time he or she dribbles past the defenders, they put their cone in the middle centre.

DURATION
5 to 10 minutes

DIFFICULTY
moderate

AGE
9+ years

PARTICIPANTS
8 to 12

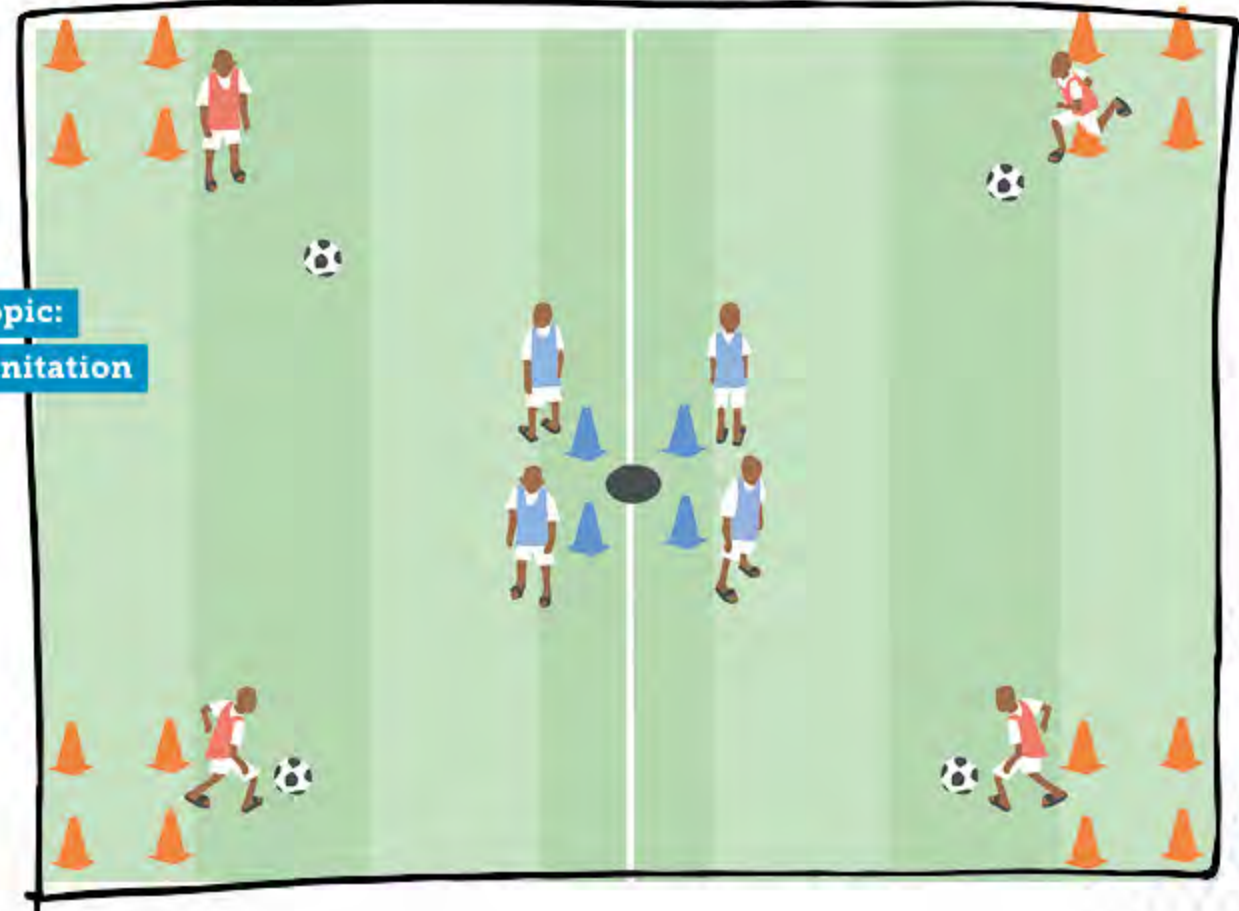
WASH Connection

The middle centre is the rubbish pit. The four squares is community. The cones represent rubbish.

Progression

Instead of one, have two players attacking the defender, and allow for passing too.

Topic:
Sanitation



HAND WASH CYCLE

EQUIPMENT
Football, cones, bibs

Drill Set-Up

Six small squares are set up around the play area. 1 v 1 games are played in each square. One set of the players progress from one square to the next until the last square.

- DURATION**
5 to 10 minutes
- DIFFICULTY**
difficult
- AGE**
10+ years
- PARTICIPANTS**
12 or 24

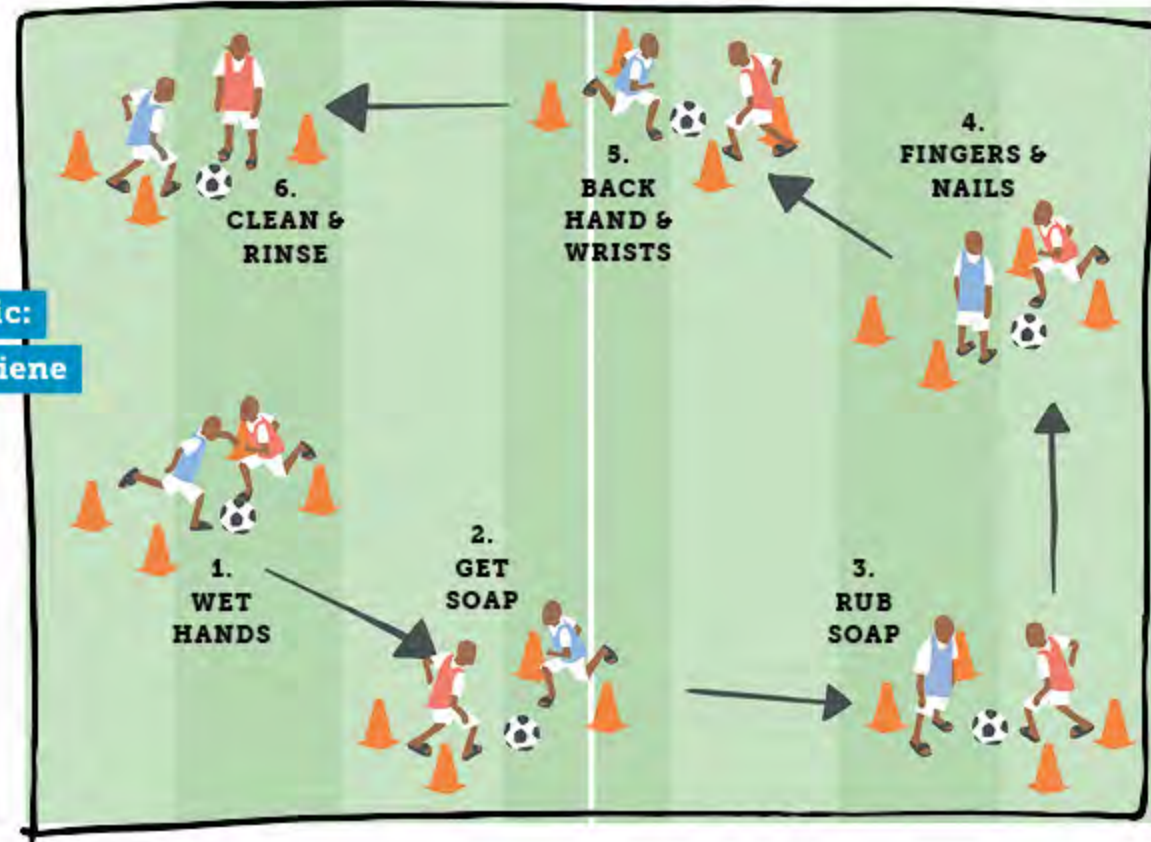
WASH Connection

Each square represents one of the six steps of hand washing, i. e. wet hands, get soap, rub soap, fingers and nails, backhand and wrist and clean rinse.

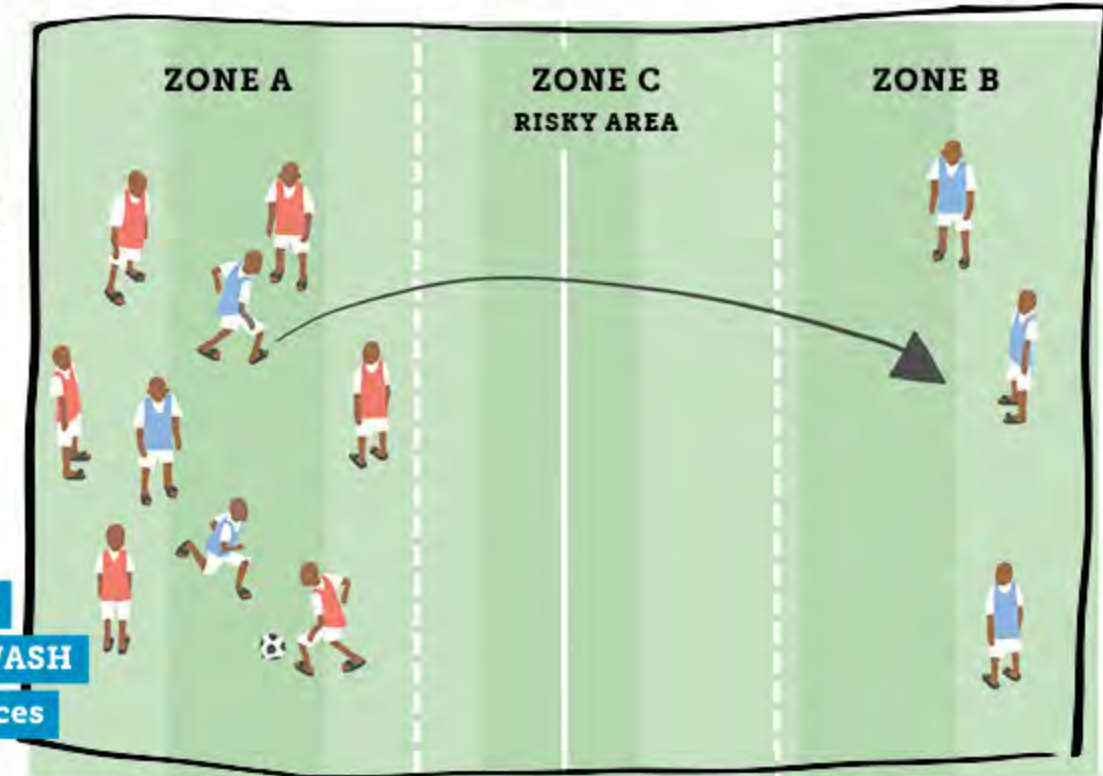
Progression

Increase number of players in each square e. g. 2 v 2.

Topic:
Hygiene



RISKY BEHAVIOUR



Topic:
Safe WASH
practices

EQUIPMENT
1 ball, 20 cones, 12 bibs (6 red, 6 blue)

Drill Set-Up

Divide the area into three: A, B and C. The middle part C is a no-go zone, called the risky area. Two teams of 6 or 7 players each, team A and team B. Team A starts with the ball. Team B sends over three players to get the ball, and when they get it, they throw or pass the ball back to their team in area B. The ball must fly over the risky area.

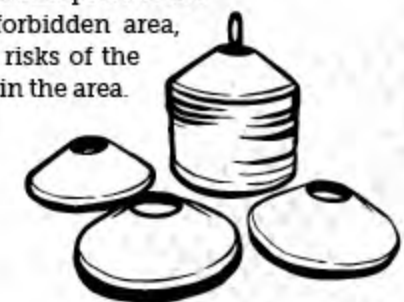
- DURATION**
10 to 15 minutes
- DIFFICULTY**
difficult
- AGE**
10+ years
- PARTICIPANTS**
12 to 14

WASH Connection

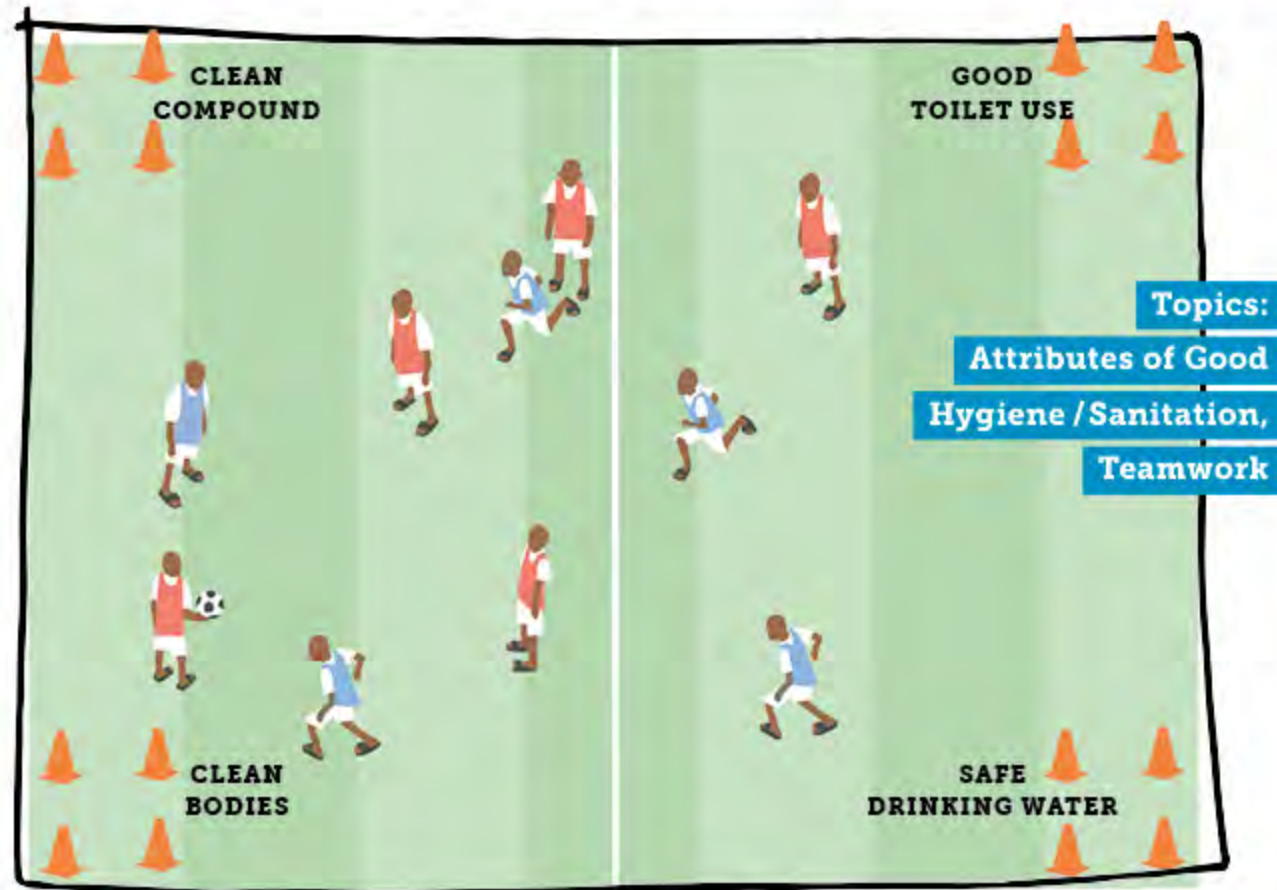
Area C is called the risky area and what happens there is called the "risky behaviour." When a ball hits ground in area C, the coach calls off the player who has kicked the ball in this area. He or she has practised WASH risky behaviour. The coach tells the player the risky behaviour he has practised from the variety of options, e. g. drinking unboiled water, contacting typhoid or practicing open defecation. The player should then be rested for 1 to 2 minutes before he or she can return to the field of play.

Progression

The players can use feet or hands, number of participants can be also varied. Choose from a variety of risky behaviour and help the victims during the rest. Emphasise the importance of the forbidden area, and the consequent risks of the ball / player stepping in the area.



CHOICES FOR GOOD HYGIENE AND SANITATION



EQUIPMENT
1 ball, 16 cones

DURATION
10 to 15 minutes

DIFFICULTY
easy

AGE
12+ years

PARTICIPANTS
10 to 14

Drill Set-Up

Two teams play a game to goal. A goal is scored after the team has moved in all the four centres. No running is allowed. The player should not move with the ball. When the ball hits the ground, the ball is given to the opponents. When a player receives the ball inside the centre, he or she must say out the name of the centre.

WASH Connection

The goal represents good health. To be healthy, we need all the four (or even more) areas of hygiene and sanitation.

Progression

Passing the ball around can be by feet or hands. You can introduce running later. Be sure to keep out running with the ball so that all the team members are involved.



GERM ATTACK

EQUIPMENT
Football, bibs, cones

DURATION
5 to 10 minutes

DIFFICULTY
easy

AGE
all age groups

PARTICIPANTS
12 to 20

Drill Set-Up

Mark out an area of play, and have four to five players on each side of the area with footballs. The rest of the players are required to walk through the area of play from one end to the other. They need to avoid being hit by the footballs from the sides. Players hit with the germs are affected and exit the game.

WASH Connection

The ball represents germs. The players walking through the area of play represent the community.

Progression

Have each player protected from the footballs by a defender.



Topic:
Community Sanitation

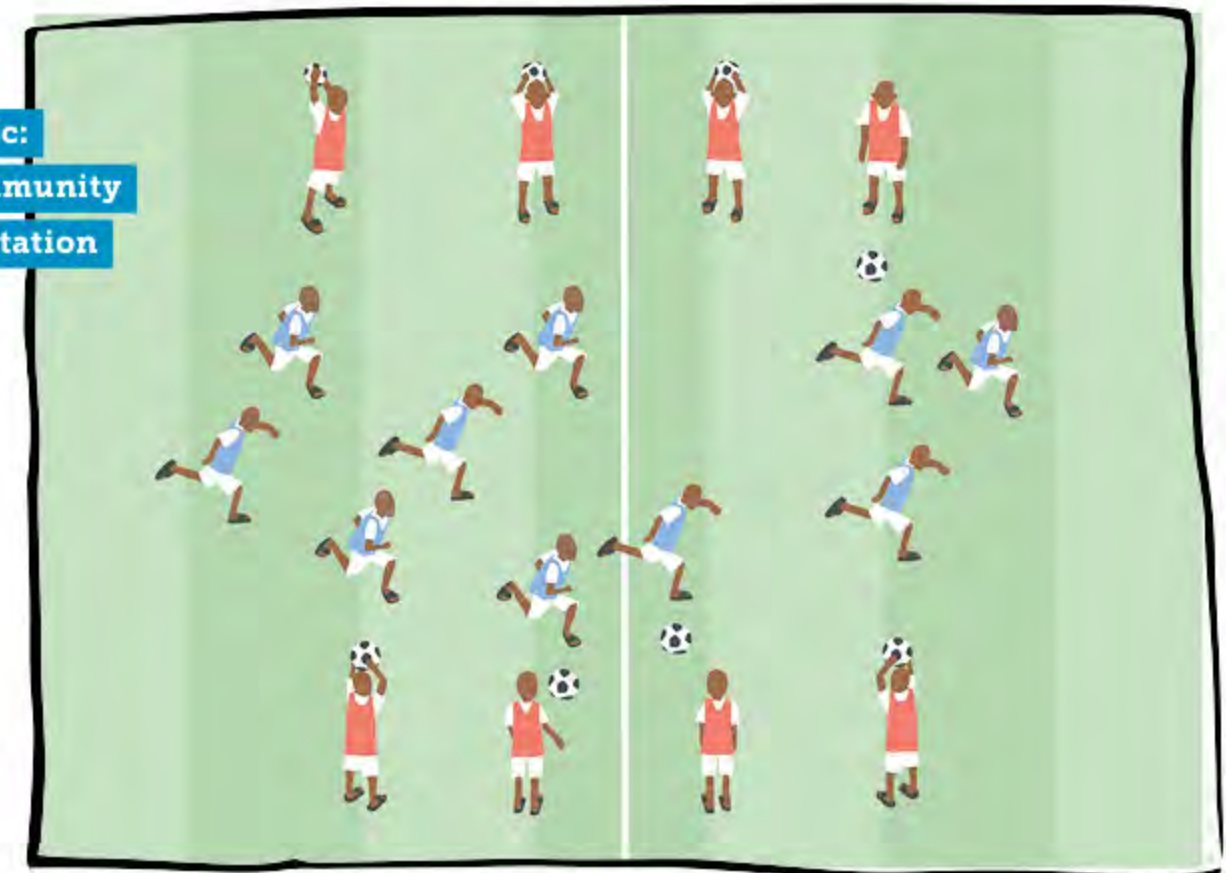
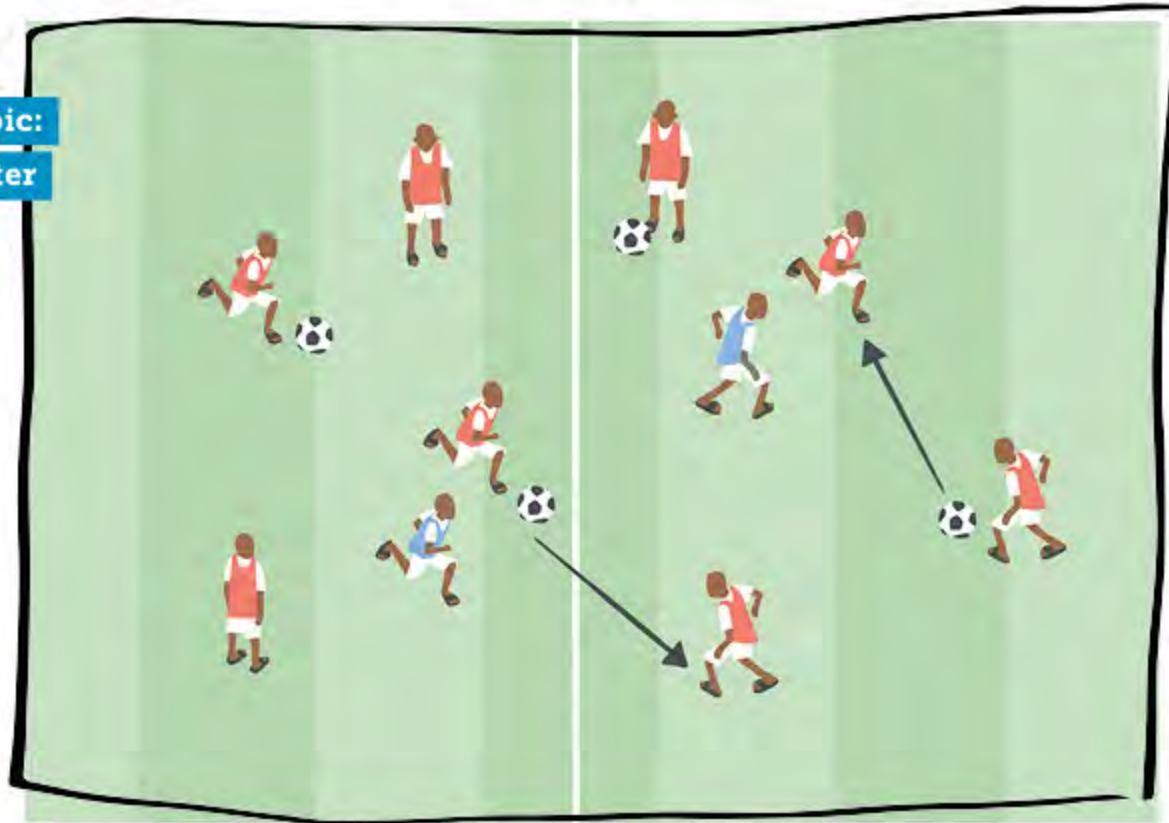


Photo: Julian Pircher



WATER IS LIFE

Topic:
Water



EQUIPMENT
Footballs, bibs, cones

Drill Set-Up

Play begins with more players than balls, ideally players double in number to the footballs. The chase begins. Players are chased to be tagged. A player is safe when he or she has a ball. He or she can be saved from the chase if other players pass the ball to him or her to save him or her from danger. A player tagged without the ball exits the games. The game ends when the number of players equals the footballs in play, that is, when each player has a ball.

DURATION
10 minutes

AGE
10+ years

DIFFICULTY
easy

PARTICIPANTS
10 to 14

WASH Connection

The ball represents water. When a player has water, he or she has life.

Progression

Add more footballs as the drill goes on. Have more people to chase the players e. g. two to three taggers.



TOILET HYGIENE



EQUIPMENT
balls and tyres

Drill Set-Up

Four centres are set - up as A, B, C and D. From A through to B, dribbling. From B to C is juggling. The ball must drop to the ground. At C, shooting at targets at D, and at E is hand washing.

DURATION
5 to 10 minutes

DIFFICULTY
moderate

AGE
10+ years

PARTICIPANTS
3+

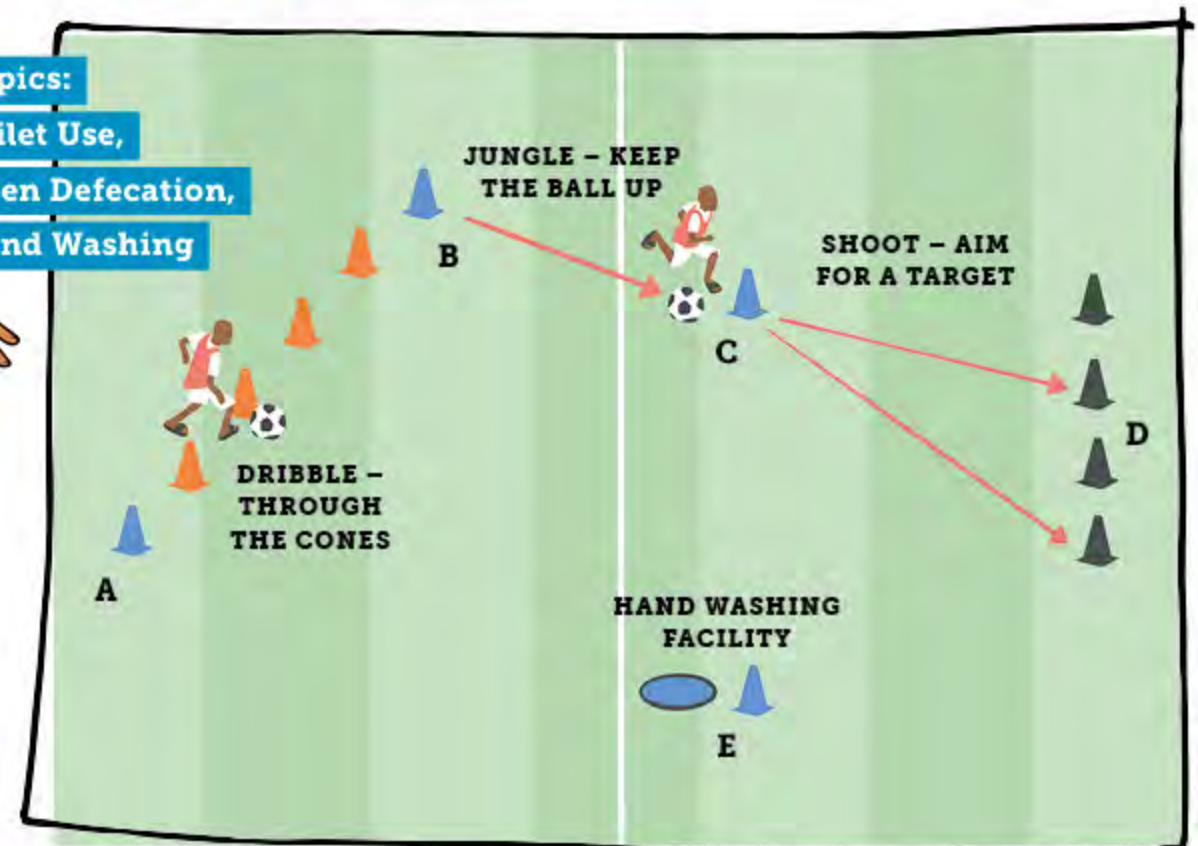
WASH Connection

The ball represents faeces / shit/ poo / pupu. A to B represents our community. Don't knock the faeces (the cones). B to C represents going to the toilet. Keep it up until you get to the toilet at C. Avoid open defecation. At C, aim for the target. Put your faeces in the toilet. Avoid open defecation. Clean yourself after the toilet and wash your hands.

Progression

The juggling can be through many ways, the aim is to keep the ball up. Adjust the target(s) by increasing / reducing distance C to D.

Topics:
Toilet Use,
Open Defecation,
Hand Washing



GERM IN THE MIDDLE

EQUIPMENT

1 ball, 5 bibs each labelled in this order:
Get toilet paper, Go to the toilet,
Make your poo, Clean yourself,
Wash your hands

Drill Set-Up

Mark a playing area / circle by using cones. Five players in the circle pass the ball in the order 1 to 2 to 3 to 4 to 5. One player is in the middle (representing the germ) chasing for the ball. When the ball goes out, or when the germ goes out, a new player from the circle becomes the germ.

WASH Connection

The drill represents the sequence of toileting. The player in the middle represents a germ or disease or bacteria. We need to follow a very specific sequence when we use the toilet. That's why we need to only receive the ball from one specific number (player) and pass to only one specific number (player). When this flow is interrupted by the germ, we get diseases.

Progression

If passing with the legs is difficult for the players, the coach can allow the players to use hands, i. e. handball / netball. Players in the circle should be mobile and find space to receive the ball so that they're not blocked by the germ.

DURATION

10 to 15 minutes

AGE

10+ years

DIFFICULTY

easy

PARTICIPANTS

6

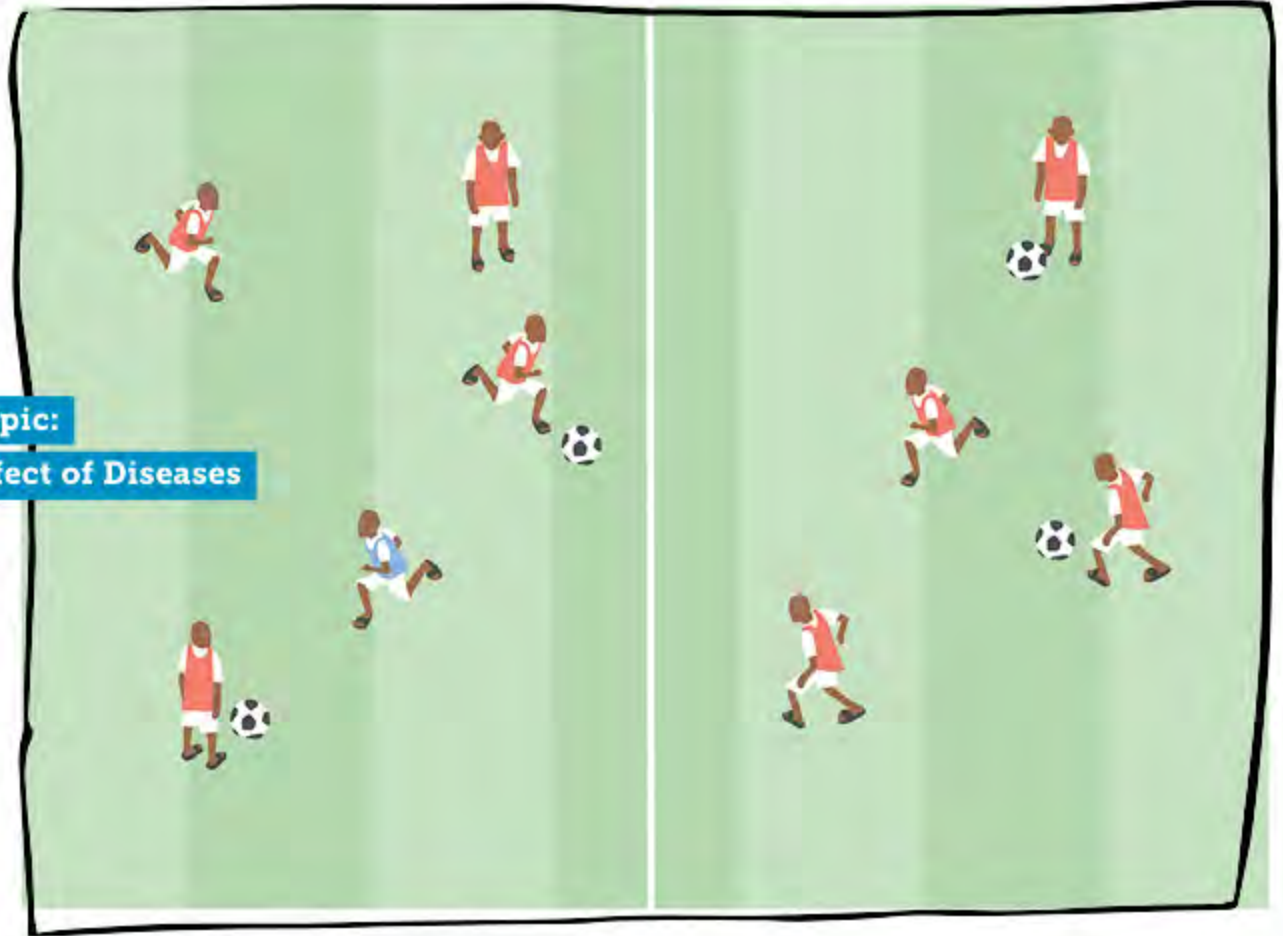


Topics:
Germs,
Toilet Sequence



DISEASE GAME

Topic:
Effect of Diseases



EQUIPMENT

Bibs, footballs

DURATION

5 to 10 minutes

AGE

10+ years

DIFFICULTY

easy

PARTICIPANTS

6 to 12

Drill Set-Up

The play starts with less footballs than players. A player then starts to run around to tag the players without footballs. When you're tagged, you then carry another player on the back. To save you from being tagged again, you need to have the ball. If you're tagged again without the ball, you exit the game.

WASH Connection

The ball represents SAFE. The player on the back is an infection. The tagger is the virus. Second tag is death.

Progression

Add more footballs.



WASH SEQUENCE



EQUIPMENT

2 balls, 10 cones (5 blue, 5 red)

Drill Set-Up

Two lines (e. g. blue and red) of four cones facing each other. One cone is placed at every end as a starting point. A pile of players, say three to four players, line up behind the isolated blue cone, while another pile lines up behind the isolated red cone. At the lines, each cone should be occupied by one player. The first players at the blue / red cone start with the ball and initiate a "give and go" with their respective lines until they get to the opposite side. For every other pass, there should be a WASH message.

DURATION

5 to 10 minutes

DIFFICULTY

moderate

AGE

8+ years

PARTICIPANTS

10 to 14

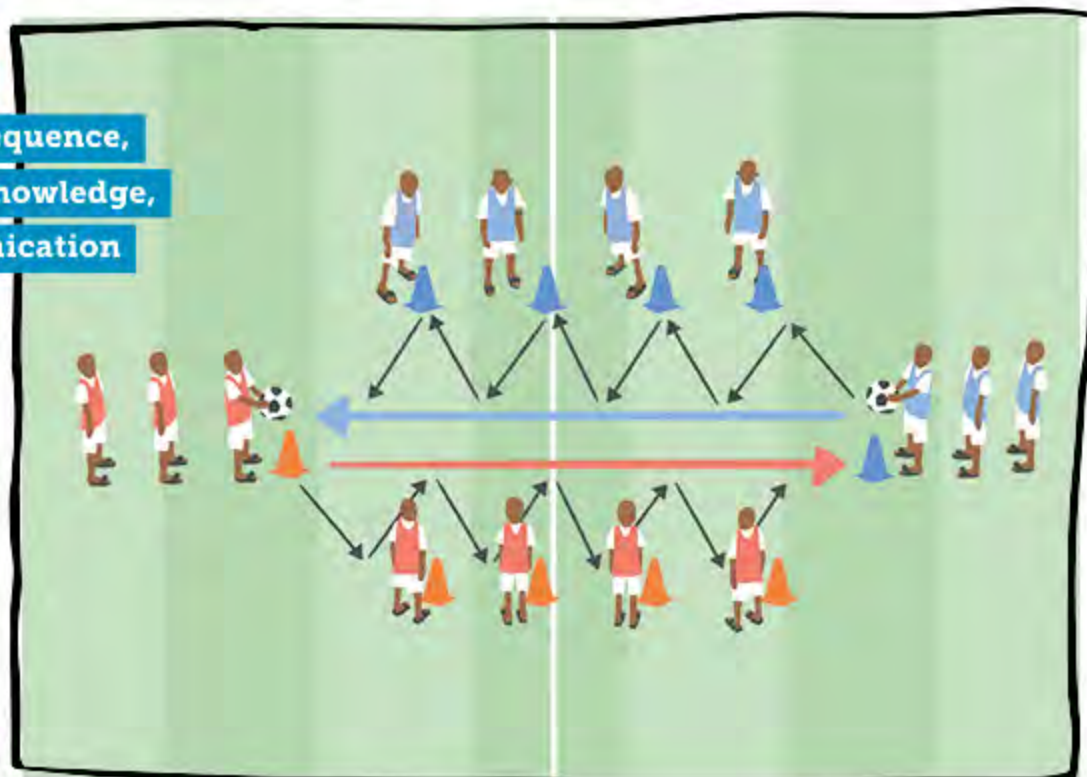
WASH Connection

The different lines of players represent our community. The ball represents a WASH message that is passed to the members in our community. The player with the ball must create his or her own sequence of four different WASH messages that he wants to pass to his community. For every pass, he or she must say out loudly one different WASH message for every pass he makes to the players in the line.

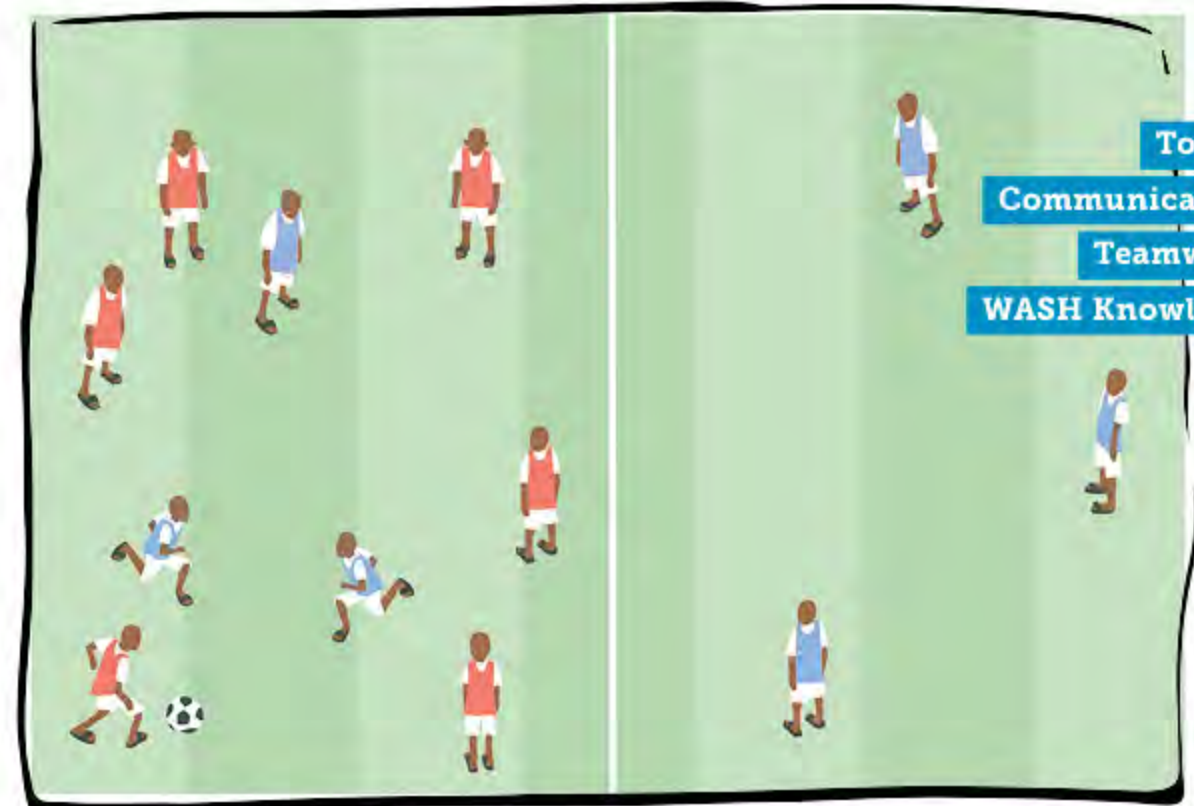
Progression

If passing with the legs is difficult for the players, the coach can allow the players to use hands, i. e. handball / netball. The players can say the WASH messages in their native languages.

Topics:
WASH Sequence,
WASH Knowledge,
Communication



COMMUNICATION



Topics:
Communication,
Teamwork,
WASH Knowledge

EQUIPMENT

1 ball, 20 cones,
12 bibs (6 red, 6 blue)

DURATION

10 to 15 minutes

AGE

10+ years

DIFFICULTY

difficult

PARTICIPANTS

12 to 14

Drill Set-Up

Divide the playing space into two – A and B. Two teams of six or seven players each occupy each half A and B respectively. Team A starts with the ball. Team B then sends over three players to chase for the ball. When one of the team B players 'steals' the ball, he or she passes the ball back to his team mates in area B. All passes should be accompanied by WASH messages to team mates. The ball should be given to the opponent team if the player doesn't accompany his or her pass with a WASH message after stealing the ball from the opponents.

WASH Connection

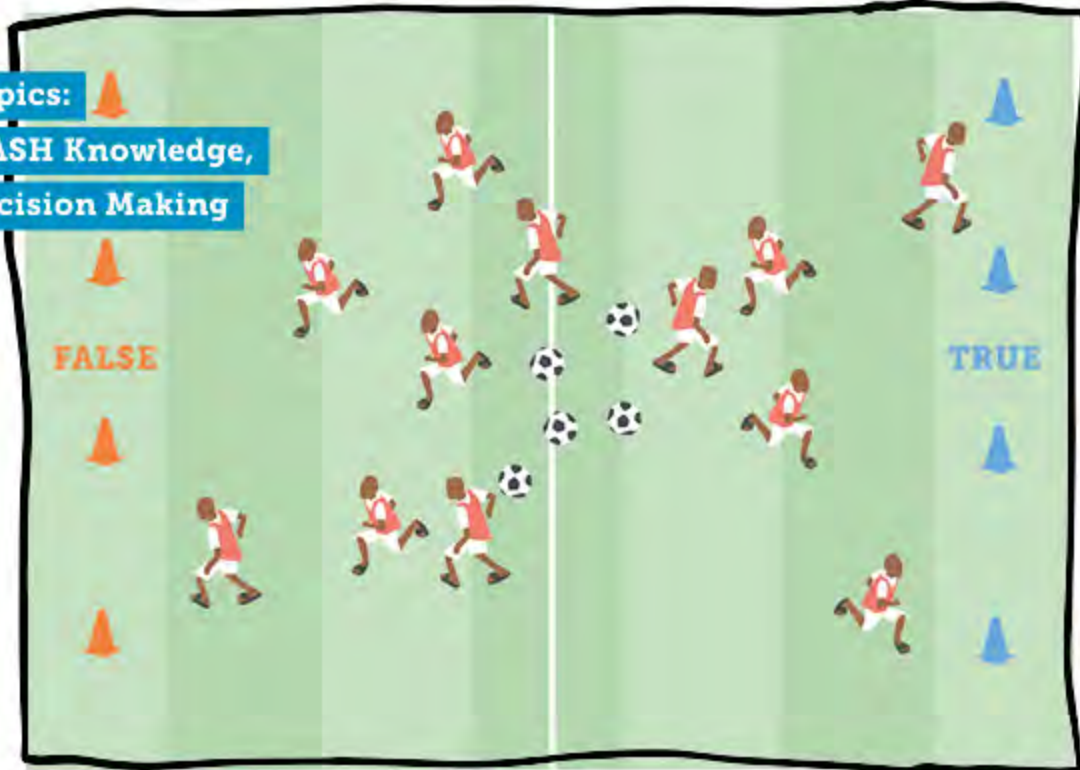
The players use this drill to show their mastery of WASH messages and the ability to express it and communicate the messages to their colleagues. When we know anything about WASH, we should be able to share it with other members of the community.

Progression

The messages could be in local languages. There should be a variety of messages through-out the game. The coach should consider what the players already know and then empower them with more knowledge about WASH to share with their communities.

TRUE OR FALSE

Topics: 
WASH Knowledge,
Decision Making



EQUIPMENT
 4 balls, 12 cones

Drill Set-Up

Mark one end of the area "TRUE" and another end "FALSE," this could be with cones of different colours, e. g. blue cones for TRUE, red cones for FALSE. The players have footballs in the playing area and have to make two touches and make short pass to the next player. Then jog to the next ball. After three to five minutes,

the coach blows a whistle and the play stops. The coach then makes a FACT / FICTION statement on WASH. Players then sprint to the side they think is correct depending on the statement. The players who move to the correct side then return to the playing area for the next round, and the drill is repeated until the last player who is then declared the winner.

DURATION
 10 to 15 minutes

DIFFICULTY
 easy

AGE
 all age groups

PARTICIPANTS
 8 to 16

WASH Connection

The drill is to demonstrate how certain the players are about general WASH information.

Progression & Improvisation:

The players can use hands instead of feet to pass the ball. The drill can also be played without eliminations but discussions / reasoning between the two groups on either side.

CAN I SEE GERMS



EQUIPMENT
 Cones, 1 stone

DURATION
 up to 5 minutes

AGE
 all age groups

Drill Set-Up

Two lines of six to eight players face each other. One team is given a stone / rock, the other team closes their eyes. After three minutes, they open their eyes and guess who has the rock in the other team.

DIFFICULTY
 very easy

PARTICIPANTS
 12 to 16

WASH Connection

Germs are small and invisible. As it is hard to guess who has the rock, it is also hard to guess who has germs. We can only be sure about our hygiene by washing our hands with running water and soap.

Topic:
Hand washing

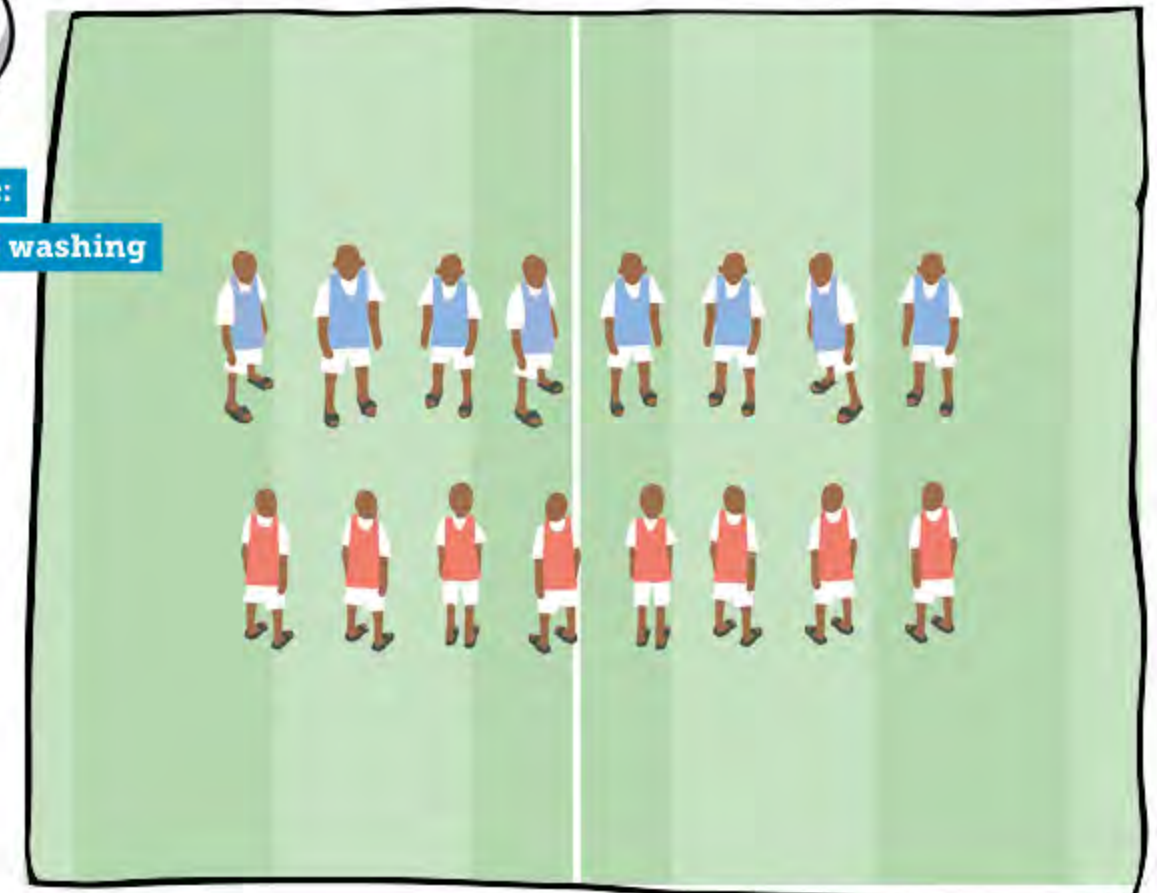




Photo: Marco Fischer

FOOTBALL4WASH

THE BIG PICTURE

THE BIG PICTURE



The drills presented in the last section can work as standalone workshops and create an added educational value to any football programme. On the other hand they can enrich ongoing WASH programmes with an additional joy- and playful approach, getting participants also physically engaged and involved.



THE FOOTBALL4WASH PROGRAMME CYCLE

To scoop the whole potential of the F4W, Viva con Agua and Watoto Wasoka have developed a whole F4W school programme cycle.

INITIAL TRAINEES TRAINING (ToT)

After the initial ToT training, the F4W ambassadors then co-conduct the F4W training in their schools using a contextualized and appropriate way of delivering the programme within their own community.

EMPOWERING CHILDREN & YOUNG ADULTS

F4W is built around the idea of empowering children and young adults from schools and communities through a Train the Trainees approach (ToT) to be F4W ambassadors.

IMPROVING HEALTH

The short-term outcome expected is improved knowledge and skills concerning water, sanitation and hand washing with a change in attitude, norms and self-regulation which over time leads to improved health outcomes for the wider community.



Following the assessment of the status quo concerning WASH-infrastructure during the implementation period, the winning schools of the F4W-competition get infrastructure for their school (e.g. hand wash facility, water filters, etc.). The implementation happens alongside the guidance of the school authorities.

F4W COMPETITION

The F4W implementation cycle climaxes in the final school competition, where the outcome of the implementation period is being tested. The overall "performance" in the respective F4W competitive parameters are analysed in order to nominate the winning schools of the challenge. You win the competition when you accrue the most points at the tournament day – this includes a sum of all your scores from the WASH matches played against the other schools / teams.

Within several weeks the ambassadors prepare the whole school or community for the F4W competition, which is held at the end of the programme. They do that through conducting the F4W training and implementing curriculum, supported by the F4W facilitators.

CURRICULUM

A general F4W curriculum is attached to the programme. Alongside the F4W football drills, there are other methods, tools and materials incorporated to reach out to all pupils regardless of gender and physical ability. Teachers can integrate this curriculum into their lessons to deliver the included messages in a more fun, interactive and participatory way for girls and boys.

CONDUCTING THE F4W TRAINING IN SCHOOLS

Several weeks

THE DIFFERENT STEPS OF THE PROGRAMME CYCLE

While the programme can be tailored based on particular contexts and demands, a routine programme cycle includes the following steps.

1 TRAINING OF FOOTBALL4WASH AMBASSADORS

At least two pupils from every participating school will be trained by experienced Wato-to Wasoka and VcA as Football4WASH (F4W) ambassadors. Experience has shown that the inclusion of female ambassadors is a very effective method to ensure role-modelling for female pupils. They ensure the greater participation from female pupils and ensure that "taboo" topics such as menstruation hygiene, etc. are not left out.

Becoming an F4W ambassador

They will be trained and empowered to lead the programme on the field. This training will take two to four half-days (two days total) so the trainees do not miss school. This training

offers opportunities to not only to share the F4W methodology, but also to integrate coaching styles and ideas from the trainees, in order to make them **CHAMPIONS OF CHANGE** and get their full buy-in. This will prepare the F4W ambassadors to pass on the knowledge to selected schools and wider communities in a ripple effect.

The desired outcome is to get the buy-in of the ambassadors and make them experts of joyful change, so they can be positive role models among their peers.



2 TRAINING OF SCHOOL TEACHERS

The participating schools are required to identify three teachers (at least one female teacher) to send to the training of ToTs. The teachers then attend a weekend training so they have the knowledge, skills and resources to deliver Football4WASH training to pupils at their schools alongside the student F4W ambassadors. The training not only takes the teachers through the football drills, but also trains them in participatory delivery styles ensuring involvement of boys, girls and children of all abilities and also how to activate and energise the pupils into action and practice of hygiene behaviour.

3 SESSIONS IN SCHOOL

The trained teachers, with the support of the F4W ambassadors will organise regular (once per week) F4W sessions in their schools for one school term. The F4W training, additional learning materials and curriculum is used to raise awareness and knowledge around WASH. Girls and boys will take part in the programme **TOGETHER**. Contextually appropriate information, education and communication (IEC) materials will be integrated to support the delivery of the programme and support the learning for the beneficiaries.

Support and supervision

During the term, the VcA team will conduct at least **THREE VISITS** to each school in order to assess the evolving knowledge and leadership of the pupils, monitor the state of WASH facilities, demonstration of leadership within the F4W ambassadors, and to support the teachers with guidance on the implementation of the F4W methodology. The schools are scored during each visit and feedback provided to the ambassadors / teachers / pupils for continuous improvement.

SEQUENCES OF THE TOURNAMENT

Every team performs the same three drills which have been trained during the school sessions. They can score points with their performance of the drills (e.g. hitting the goal which represents a latrine or protecting their water source against the balls of the opponent teams) but even more important, the transfer of the WASH message is tested. So it's essential to not just know how to operate on a technical level but also to understand and adapt the WASH message.

2. Football Game

4 FOOTBALL4WASH CHALLENGE TOURNAMENT



The F4W challenges brings together all the schools to compete for the climax of the programme – an opportunity to **WIN WASH FACILITIES** for their schools. Ideally, each school brings to the tournament some of their best participants, but generally, the school is welcome to watch and support their school including members of the community. The schools compete in a day long tournament that consists of four different categories in which the teams can score, involving football games, WASH games and knowledge challenges. The points of the four categories will be added up to a final total score, the schools are ranked and the best schools are announced.

3. Additional WASH games

In the third category, the opponent teams compete directly in non football based WASH games, where knowledge about hygiene and sanitation is tested in a playful way.

4. Bonus category

Design of an own F4W drill. The participating teams demonstrate their own designed F4W drill.

All schools are awarded a prize for their participation in the WASH challenge and their efforts. The prizes are in the form of WASH interventions or support at the schools.

5 AWARDS - IMPLEMENTATION OF WATER AND SANITATION INFRASTRUCTURE AT SCHOOLS

All participating schools will be awarded **WASH PRIZES** for participating in the F4W training and the challenge such as water filters, hand washing facilities or small repairs of infrastructure facilities. The top three schools will be awarded with WASH infrastructure based on their school needs.

Needs assessment

After the F4W challenge tournament, a meeting is scheduled with each of the winning schools to discuss their **WASH INFRASTRUCTURE GAPS AND NEEDS** and which facilities could be implemented to solve the respective problem. The meetings will be attended by a VcA WASH technical expert and they will work with the school to determine the best solution to their problem. Viva con Agua will then tender and contract service providers and ensure quality control and completion of works at the schools and supervises contractors to implement the said facilities.

In general, all the schools will be rewarded for their efforts by Viva con Agua. It's also important at this stage to work with the schools to design operation and maintenance plans to ensure the sustainability of the facilities implemented.



6 POST IMPLEMENTATION MONITORING

Following up on the installation, post-implementation monitoring (PIM) measures can help to build better understanding of the functionality and use of the systems that have been installed and handed over, thereby providing an excellent opportunity for learning and further improvement of the programme. Understanding why certain WASH services work well in the long term will ensure and support that the infrastructure installed at the schools will continue to function beyond the lifetime of the project



START

ASSUMPTIONS

SUSTAINABLE CHANGE – OR WHY FOOTBALL4WASH ACTUALLY WORKS

Several health promotion approaches have been developed over the past few decades.

They are currently being applied to promote uptake of WASH interventions and to achieve WASH behavioural change. While F4W is a hybrid methodology combining the best elements of community-based approaches, sanitation and hygiene messaging and other approaches based on psychosocial theory, the Theory of Change guides the process from the first assumptions to the desired outcome and the target impact.



Children and youth are attracted to sports and football

F4W can change long-term health and education outcomes for children and youth

OUTCOMES achieved in F4W can positively affect the families and communities

INPUTS

Quality educators through capacity building and supervision for trainers, teachers, volunteers

The right learning environment with context specific materials

Human, material and financial resources to achieve objectives

STRATEGIES, PROCESSES & ACTIVITIES

Number of schools and participants (gender and ability disaggregated)

Attendance, retention and completion rates

Level of knowledge of WASH and improvements of hygiene practices demonstrated by the participants

Number of certified F4W coaches and teachers

OUTPUTS

Football and sports activities for boys, girls and youth

Monitoring and feedback systems to improve interventions

WASH, football and life skills support to trainers and community coaches (male / female)

Problem identification and solution through group dialogue and discussion

ENGAGEMENT AND COMMITMENT OF KEY STAKEHOLDERS
School, community, local / traditional leadership, government

OUTCOMES

WASH facilities constructed and used by participants

Continuous information on the functionality of the infrastructure and O & M plans and follow-up

Improved **HEALTH** outcomes

Improved **EDUCATIONAL** outcomes

IMPACT ON SDGs

<p>3 Good health & well-being</p>	<p>4 Quality education</p>
<p>5 Gender equality</p>	<p>6 Clean water and sanitation</p>

RESULTS



Photo: Julian Pircher

ABOUT THE ORGANISATIONS



WATOTO WASOKA
FOOTBALL MADE IN SLUMS

Watoto Wasoka

Watoto Wasoka is a local charity based in the heart of Kampala's biggest slums. They are a youth-led **FOOTBALL FOR DEVELOPMENT** organisation using football as a vehicle for positive social change in the lives of slum children in Uganda. Watoto Wasoka seeks to change lives, one game at a time, through structured football programmes. They empower, mobilize and educate slum kids and girls through football. To these kids they offer football and health education, social support and mediation. Upon realization of their first model centre, Watoto Wasoka intends to include **HEALTH SERVICES & JOB TRAINING** for those, who do not obtain scholarships.



VIVA CON AGUA

Viva con Agua

Viva con Agua (VcA) is a non-profit organisation committed to ensuring that all people worldwide have access to clean drinking water and basic sanitation. They support **WASH PROJECTS** worldwide which contain the three components of **WA**ter, **S**anitation, and **H**ygiene.

There are **UNIVERSAL LANGUAGES** which work all over the world and at the same time also spread joy. This is why Viva con Agua uses music, sports and art to reach many people and activate and inspire them.

Education and empowerment go hand in hand. With their WASH projects VcA fosters an inspiring learning environment for pupils. This particularly strengthens the role of girls in schools and communities, as this increases their attendance in school, for example. Through the initiative **FOOTBALL4WASH** children playfully learn about WASH topics and become agents of change for a more conscious conduct with the invaluable resource of drinking water.





A MANUAL PRESENTED BY:

