

Arts for Advocacy

STUDENT GUIDE



This manual was produced by Live & Learn Environmental Education with financial support from the Australian Government through the *Western Pacific Sanitation Marketing & Innovation Program* funded by the Civil Society WASH Fund.

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Printed on 100% recycled paper

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Acknowledgements

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

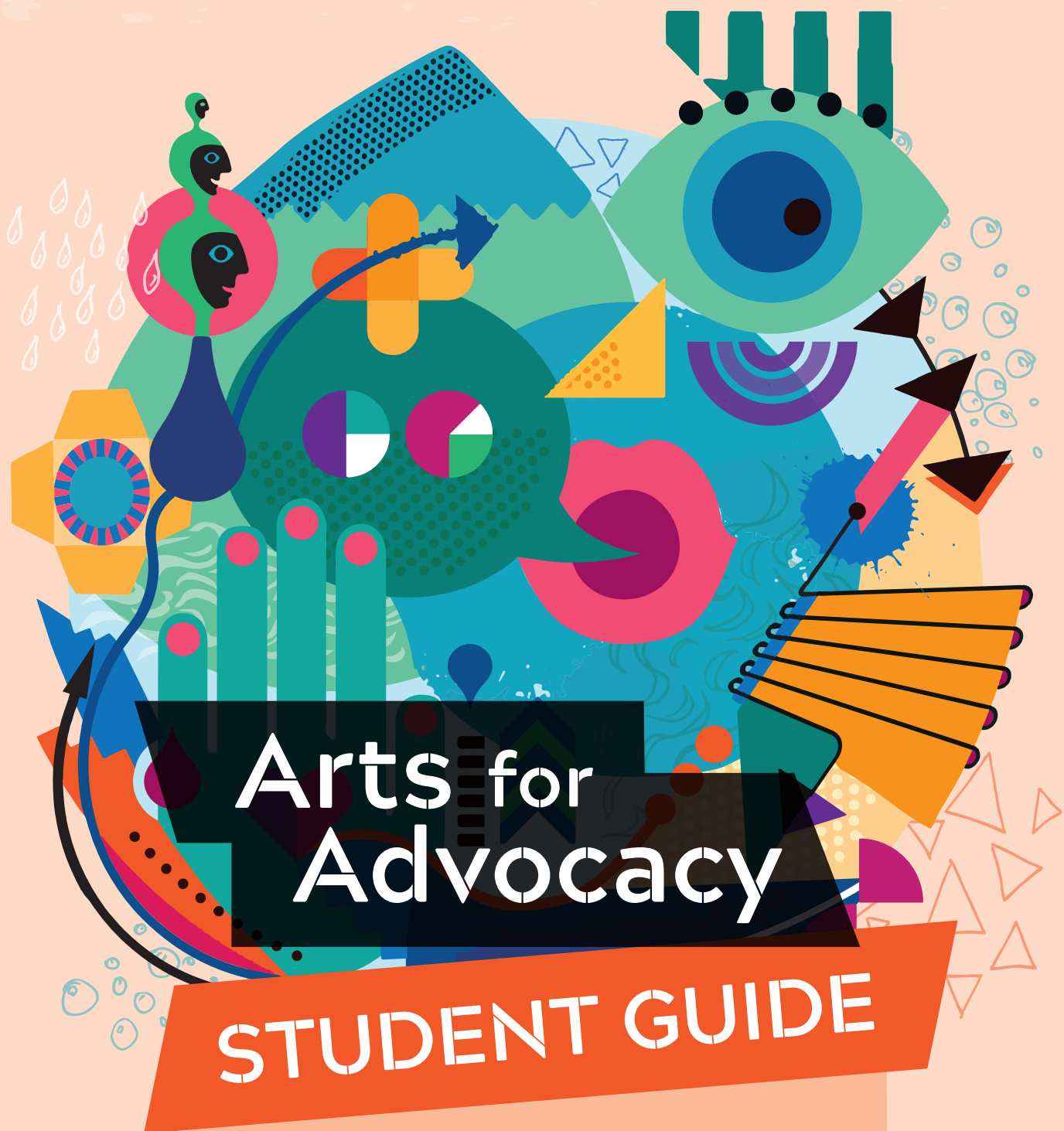
Centre for Evaluation Innovation: 'The Advocacy Strategy Framework'
<http://www.evaluationinnovation.org/publications/advocacy-strategy-framework>

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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STUDENT GUIDE

Western Pacific Sanitation
Marketing & Innovation Project





CONTENTS

Introduction	7
Why WASH for kids	8
What is a school WASH Club?	14
Who should be in the school WASH Club?	14
The first WASH Club meeting	15
About advocacy	16
Thinking about systems	16
Thinking about power	18
Systems and power	19
What is art?	21
Building art into your advocacy activities	21
STEP 1 - OUR IDEA	26
Generating ideas	26
Connection Circles	26
STEP 2 - SKILL UP	32
Finding out more	32
Our advocacy targets	34
STEP 3 - SPEAK OUT	38
What's your key message?	38
Ideas for taking action!	46
STEP 4 - LEARN	70
Happy Sad Faces Assessment	70
Conclusion	72





INTRODUCTION

Hello!

This guidebook is for 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 learn how children and young people like you can have a powerful voice in making positive changes in your school and community. You will learn what the word ‘advocacy’ means, as well as many secrets that will help you plan fun events and activities in your school and community.

This guidebook has been written so that in your club you can work through each activity yourselves, without needing a teacher. But it is always better if you do have a teacher or an adult to help you when you have questions (and they have their own separate guidebook so they can be really helpful to you!). This guidebook is not something you work through in an afternoon, but it is something that your club should work through over several weeks. Your WASH Club may only plan three or four big advocacy events in a year. This is ok. Work through the activities and you will make an advocacy plan and campaign that suits your WASH Club the best.

The activities in this guidebook focus on water, sanitation and hygiene (what we call WASH), but the advocacy planning process you will learn will give you confidence to use 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 Student Guide is brand new – you are the first students to ever read the words inside and use the 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 Student 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 Student Guide.

Ok, now you have read the introduction, get ready to use the following pages to harness your power to be advocates for change!

Why WASH ?

Why WASH for kids

We wash our bodies. We wash our hands. We wash our clothes. We wash our dirty dishes. We wash things to make them clean and stop getting sick.

Did you know there is a secret code in the word 'wash'? Shh! Here is the secret.

This is what '**wash**' means:

W A	W ater
S	S anitation
H	H ygiene

Your school is participating in a WASH in Schools program that is focused on making sure that every child in school has:

- 1 Clean water for drinking and washing
- 2 Dignity and safety through enough toilets and hand-washing stands – separated for girls and boys
- 3 Education for good hygiene
- 4 Healthy school environments through safe waste disposal

If your school can provide these four things then students will:

- Be healthier
- Perform better in school
- Change personal hygiene behaviour
- Show better hygiene behaviour to family and community
- Be confident in facing the challenges of puberty
- Be happy to help in making safe hygiene and sanitation for everyone through cleaning toilets, caring for water supplies, and other activities.

Have you ever wondered what human rights are?

Human rights recognise the value of each person, regardless of background, where we live, what we look like, what we think or what we believe. Human rights are based on ideas about dignity, equality and mutual respect that are shared across cultures, religions and philosophies. Human rights are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives.

Respect for human rights makes strong communities in which everyone can make a contribution and feel included. The Universal Declaration of Human Rights, adopted by the United Nations on 10 December 1948, sets out the basic rights and freedoms that apply to all people.

Did you know that children have special rights?

Children's rights are human rights for children. Children have their own rights because sometimes children need a little bit of extra help. Children's rights are written down in the United Nations Convention on the Rights of the Child. They are the same for every child around the world. There are 42 children's rights. Number 24 is specifically about WASH.



Article 24:

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 1:

If you are under 18 years of age, you are a child, and you have rights.

Convention on the Rights of the Child, 1989

Sustainable Development Goals

In September 2015 world leaders committed to the Global Goals for Sustainable Development. These are 17 goals to achieve three extraordinary things by 2030.

THESE THREE THINGS ARE:

End extreme poverty

Fight inequality and injustice

Tackle climate change

SUSTAINABLE DEVELOPMENT GOALS



Your WASH Club is part of a partnership between your school and an organisation called Live & Learn to address Sustainable Development Goal 6 – Clean Water & Sanitation – through a WASH in Schools program.

Sustainable Development Goal 6 is to make sure everyone in the world can access safe water and sanitation. Why? Access to water, sanitation and hygiene is a human right, but billions of people in the world have to live with dirty drinking water and don't have a toilet.

6 CLEAN WATER AND SANITATION



Achieve universal and equitable access to safe, affordable drinking water and adequate sanitation and hygiene for all.



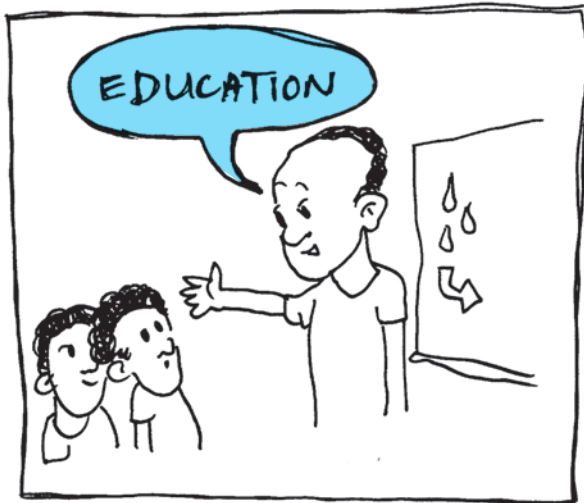
CLEAN WATER + SANITATION



EVERYONE
NEEDS...



CLEAN, SAFE WATER



EDUCATION



GOOD SANITATION



MORE WAYS TO
RE-USE WATER



WELL-MONITORED
WATER QUALITY

TELL YOUR COMMUNITY!



WHAT YOU CAN DO!

WHAT CAN WE DO?
IT IS IMPORTANT TO WORK
TOGETHER. WE CAN...



THINK



TALK



DREAM



WRITE



MAKE ART



ACT!



ADAPTED FROM ILL. BY M. DE HEER

Your WASH Club

What is a school WASH Club?

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

Who should be in the school WASH Club?

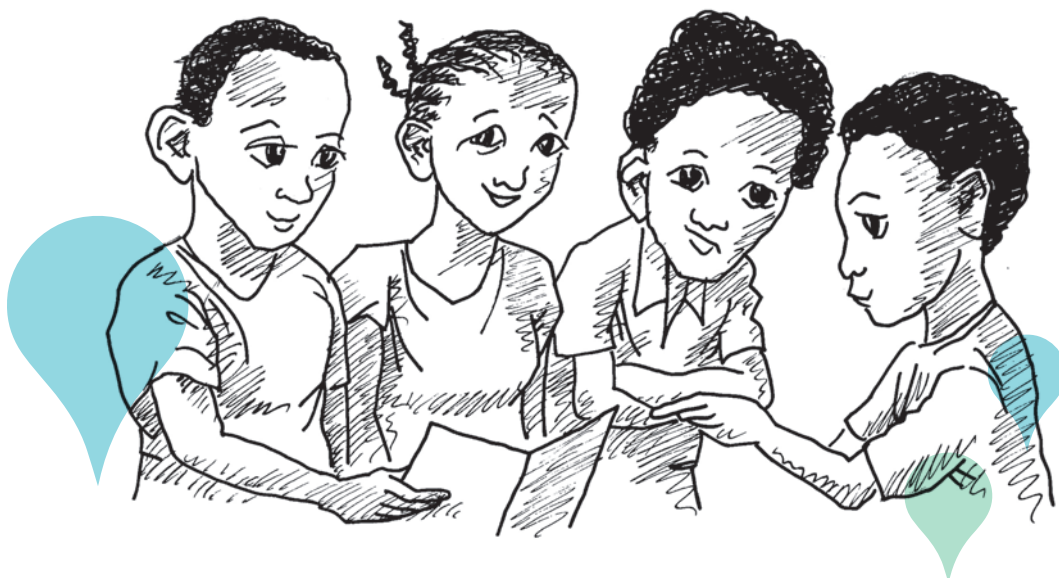
School WASH Clubs do not have to contain all the children in the school, but can be set up in different ways.

For example:

- All students 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.

Your school has already decided on the structure for WASH Clubs, but it is important for you to know that students can talk to teachers and school leadership to share ideas about how the WASH Clubs could be set up differently.

Your student WASH Club should not exclude any group – make sure that your WASH Club includes both girls and boys, representing different religious or ethnic groups, as well as children with disabilities if they attend your school.



The first WASH Club meeting

Once there is approval on how WASH Clubs will be structured in your school you need to then work out the following things at your first WASH Club meeting:

1

Club Leadership

The Club should appoint students to manage the Club's activities. Leadership positions can include President, Vice President, Treasurer, Advocacy Coordinator, etc.

You don't have to have positions like this, you can be creative in making the leadership positions you think are important. This is your Club. For each leadership position you decide to have the Club should write a short summary of the role and responsibilities.

You also need to decide how leadership positions are changed – will you hold elections every term? Do the leadership positions only change once every 12 months?

2

Membership

Recruiting new members is important 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 your 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

At the first meeting talk about when and how often the WASH Club will meet.

Every WASH Club should hold regular meetings to learn more about WASH issues facing children in the school, and to give time to plan advocacy activities to improve WASH issues in the school.

What is Arts for Advocacy?

About advocacy

Advocacy is taking action to bring change in a specific area. Because you are in a WASH Club the specific area you are interested in is everything to do with water, sanitation and hygiene in your school. You want to make sure that everyone in the school has access to safe water, safe toilets and good hygiene behaviour. This is the focus for your advocacy activities.

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

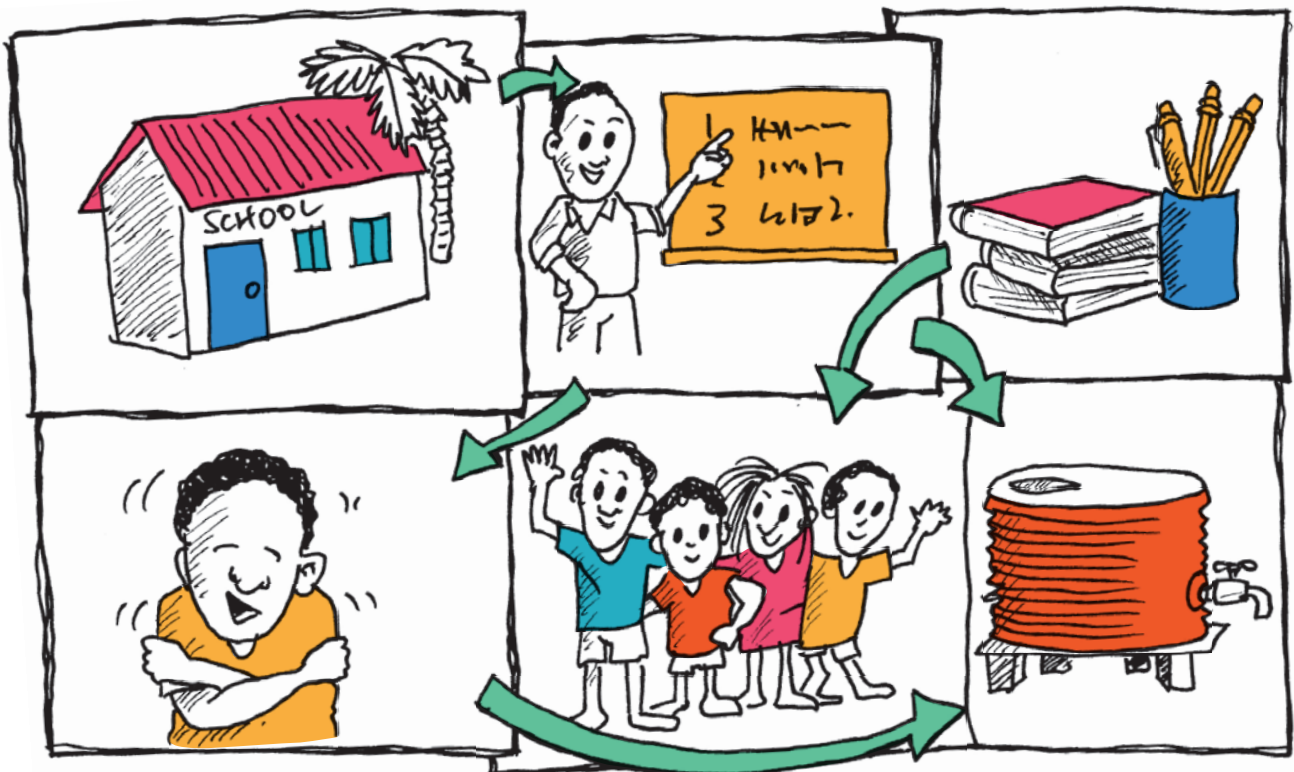
Thinking about systems

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 your school. Your 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 your 'school'. These different parts are actual things (classrooms, teachers) and beliefs or feelings (happiness, safety, confidence).



Your body and your 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. Your 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 your 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? Your school teacher? A big boy in a higher class that pushes other children around? Your mum and dad? A doctor? Most of the pictures that come into your mind represent people who have power over others. People who are like a boss.

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

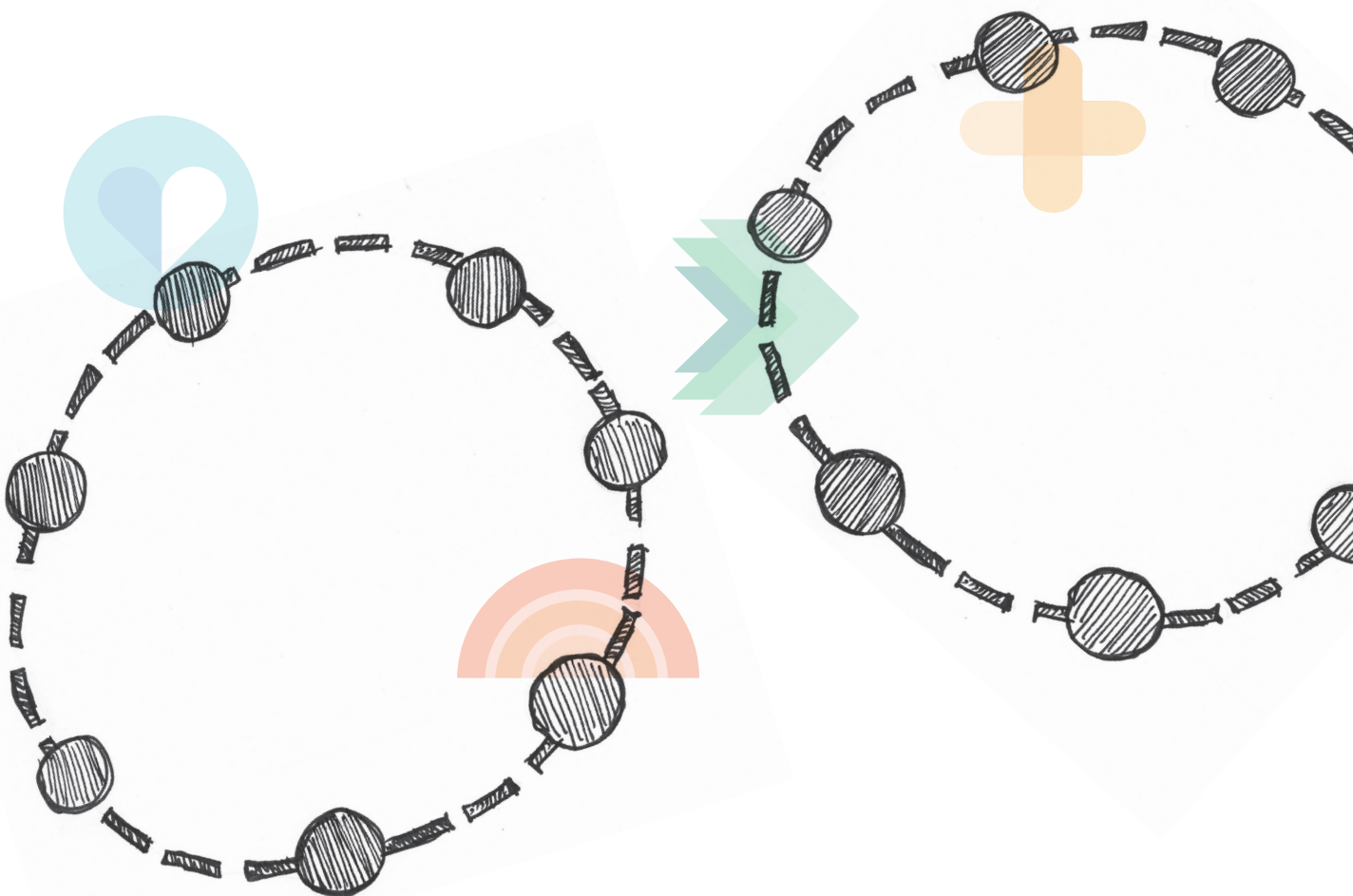


Let's think about your WASH Club as an example of all four types of power:

- First you develop personal self-confidence and a belief in your right to safe water and sanitation (power within).
- Then you join together with other students in the WASH Club to talk about safe sanitation and hygiene (power with).
- You work together in the WASH Club to conduct advocacy activities to bring good changes to water, sanitation and hygiene in your school (power to).
- The WASH Committee in your 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 your school as a system your WASH Club can look at the different parts of the system and think about the different types of power in the system. Then you will be able to see areas where the WASH Club can bring good change in water, sanitation and hygiene. In the following pages there are tools to help you do this.



Art for Change



ART CAN...

GIVE NEW IDEAS
+ INSPIRE



ENGAGE!



BUILD MOMENTUM



BUILD CAPACITY



TELL OUR STORY!



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.

Art can be used to create demands for change. 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.



Photo sources:

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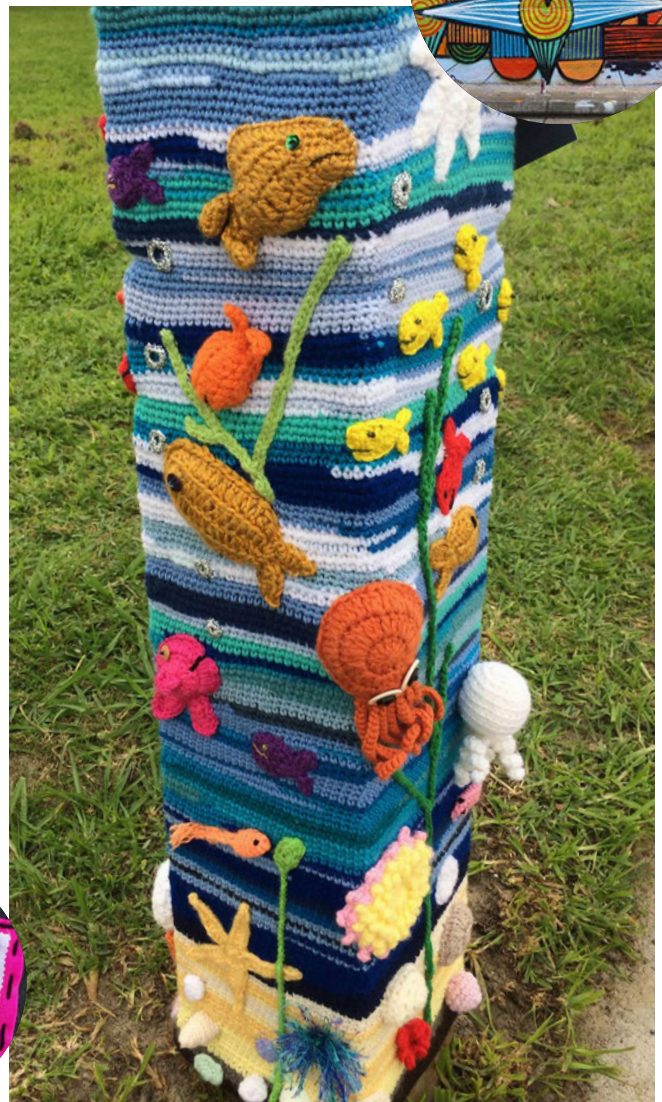
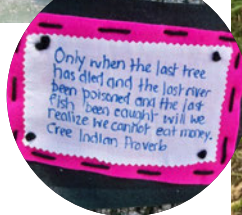
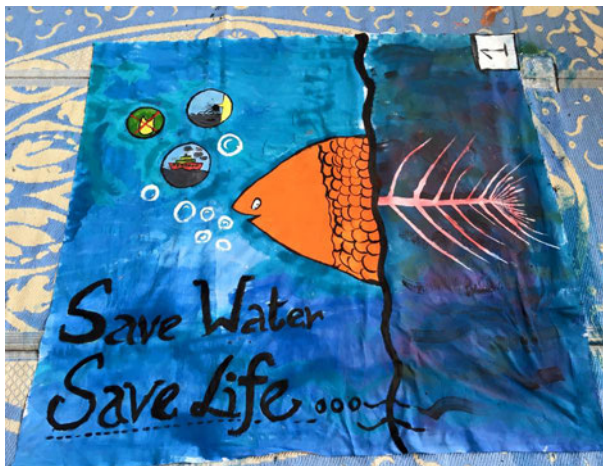
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Advocacy Cycle





1

OUR IDEA

find out about problems and strengths, choose an issue

The first step is for your WASH Club to choose an advocacy issue that is important and relevant to you.



2

SKILL UP

find out more, plan action

Once you have decided on an issue, the next step is to find out what you already know and what additional information you would like to know about the issue.

The WASH Club decides together how to gather the required information. Examples include interviews with 'experts', telephone calls, visiting libraries, conducting surveys and many other approaches.



3

SPEAK OUT

take action

After you have decided your message and target audience, and planned your advocacy action, then you go out and do it!



> ! %

:)



4

LEARN

measuring what happened, can we do more?

After you have done your advocacy activity it is important to talk about how effective it was, and how you can improve your next advocacy action.

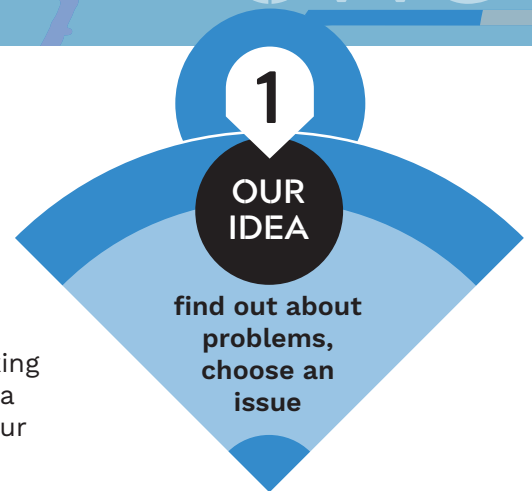
STEP 1 Our Idea

Generating ideas

This is the first step of the Arts for Advocacy process. In this step you will practice thinking about your 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 your school. This step will help the WASH Club to identify:

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

To choose your idea for an advocacy campaign the WASH Club is going to use two thinking tools – Connection Circles and Power Questions.



Connection Circles

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

It might be easier to have a teacher or the adult who has been selected by the school to support your WASH Club help you do this activity. It can be a new way of thinking that feels a bit strange at first.

You need a blackboard or large sheet of paper. On the paper you should draw a big circle.

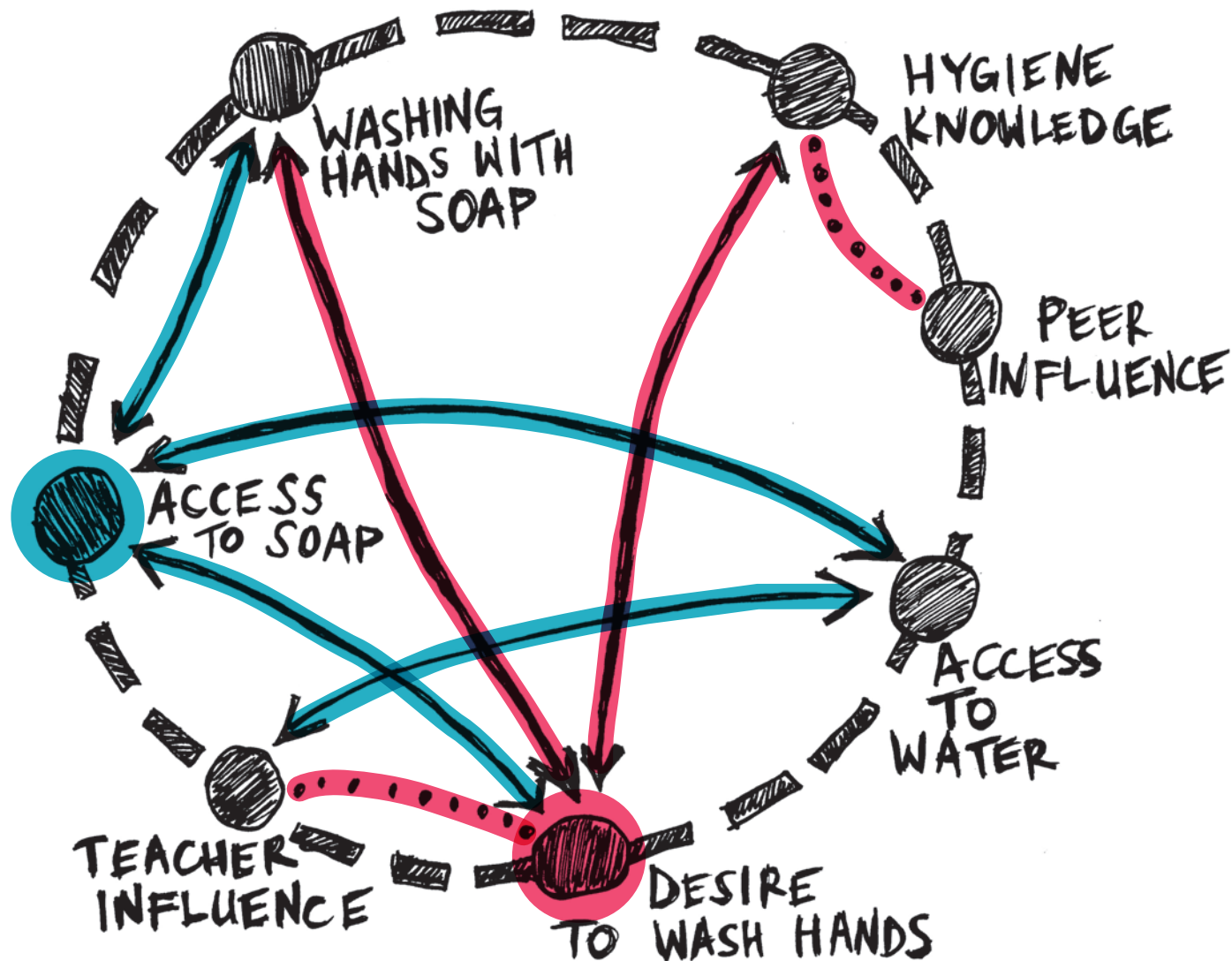
Choose one of these topics:

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

To help you an example is given based on hand-washing with soap.

HAND WASHING WITH SOAP

EXPLORING CONNECTIONS



Instructions:

1

Remember that the issue is a system within your 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

Write down the different parts you have brainstormed for your issue around the circle. There is no special order. You can write them anywhere. See the example if you are not sure.

3

Look at each part around the edge of the circle. 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 your school each part relates to other parts in many different ways.

To help you practice, 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, talk about the different parts around your circle and draw some connections. Use pencil or chalk if you are unsure so you can change your mind if you want!

4

Soon you will see that your circle starts to look like a spider web, with many lines and arrows connecting the different parts. Use different colours and try to find parts that all connect together like a loop.

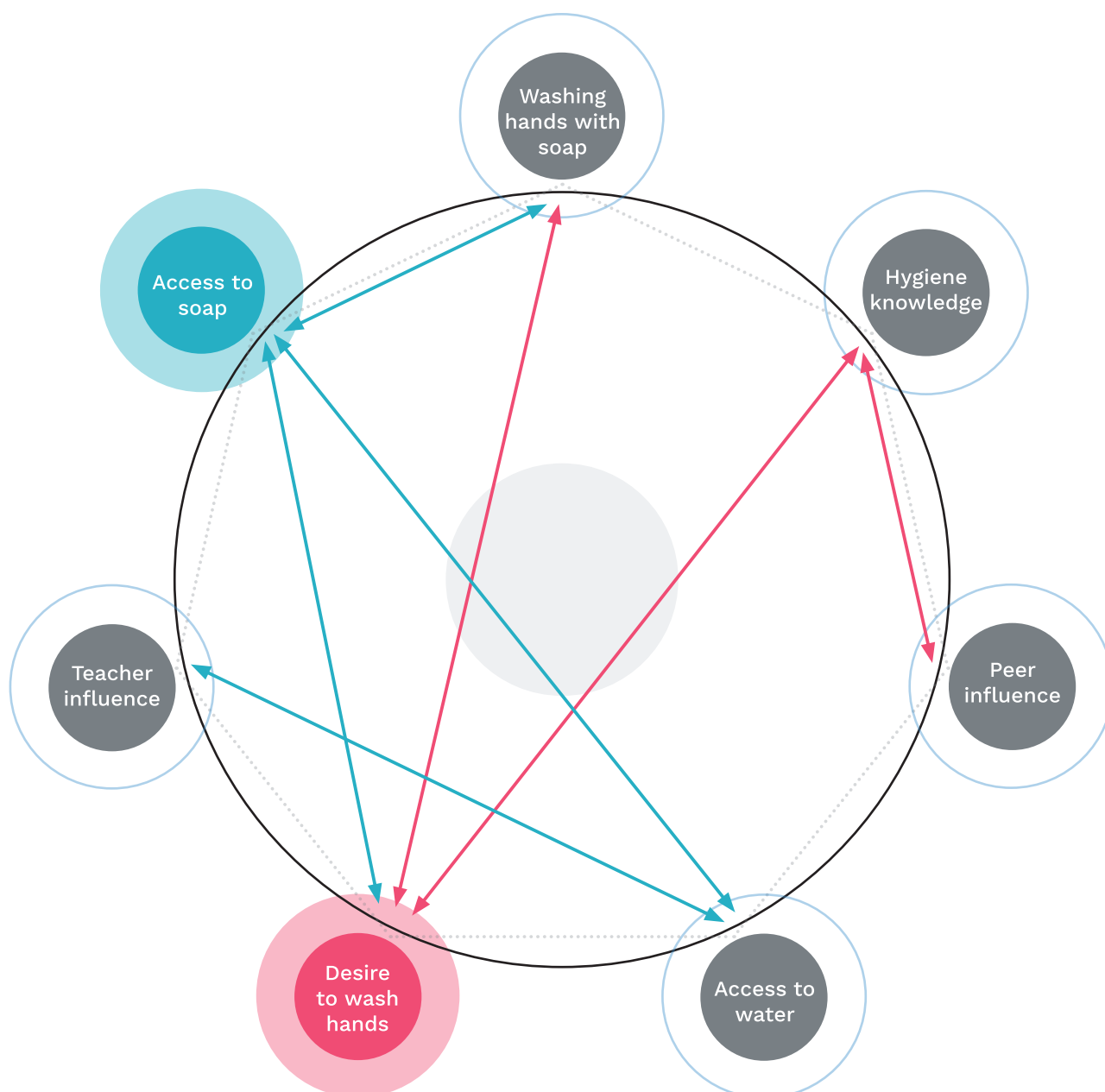
The example shows a blue group of lines and a red group of lines. The blue group is how parts that are 'things' are connected – we need to have water and soap if we want to be able to wash our hands with soap. The red group of lines are 'actions or feelings' – teachers and students supporting each other,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

5

As a group look at the parts on your Connection Circle that have lots of arrows coming in and out of them. These are the places in your 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. In your WASH Club talk about which parts have lots of connections and where you might be able to make a change through advocacy activities.





Everyone should agree on just one of them. This is your focus advocacy issue! (Don’t worry if you have more than one part you want to change – your WASH Club can do many advocacy activities!)



Power Questions





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

Draw a table like the one below and try to answer the questions:

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 			
POWER WITH 			
POWER TO 			
POWER OVER 			



Here is an example to help your thinking. Don't just copy this example, you should think up your own ideas for your WASH Club!

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

STEP 2 Skill Up

step
two

Finding out more

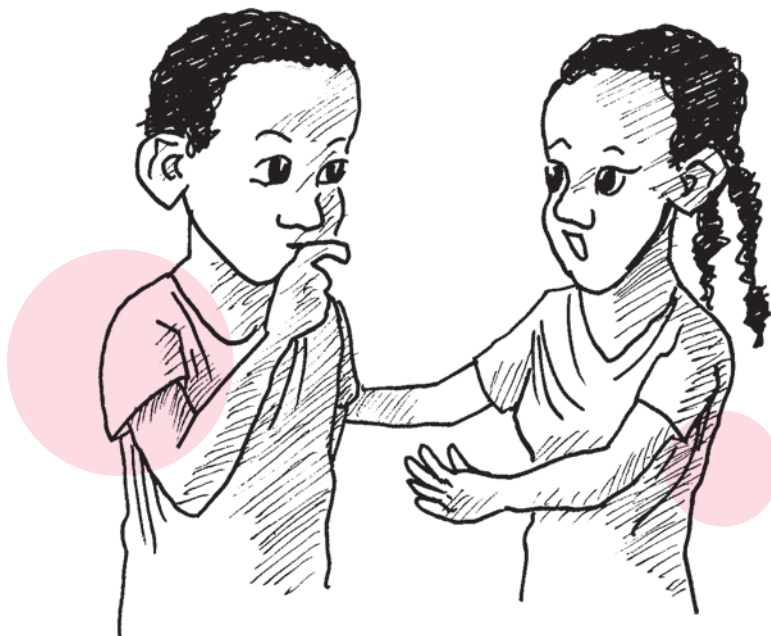
Now that the WASH Club has selected your first advocacy issue the next stage is to find out as much information about this issue as possible.

First you need to write a plan for finding out more information. Draw the following table on flipchart paper or a blackboard and work on the answers together.

find out
more,
plan
action

SKILL
UP

2



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.
- ??

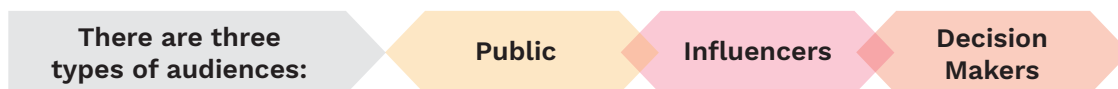
When you have made your plan for finding out more you then need to carry out your research. This might take some time, as you want to talk to different people and get more information.

Once all the research is done, you should then spend a WASH Club meeting sharing all the information you have learned about your chosen advocacy issue.

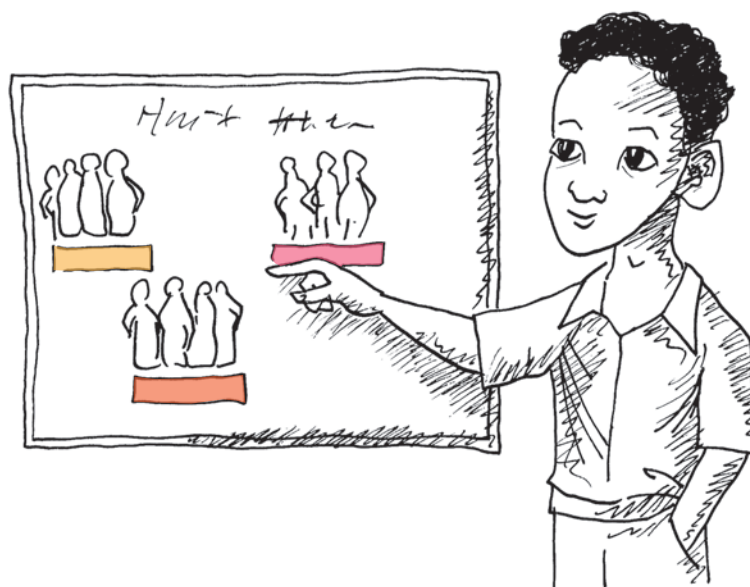
Our advocacy targets!

In the WASH in Schools 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.



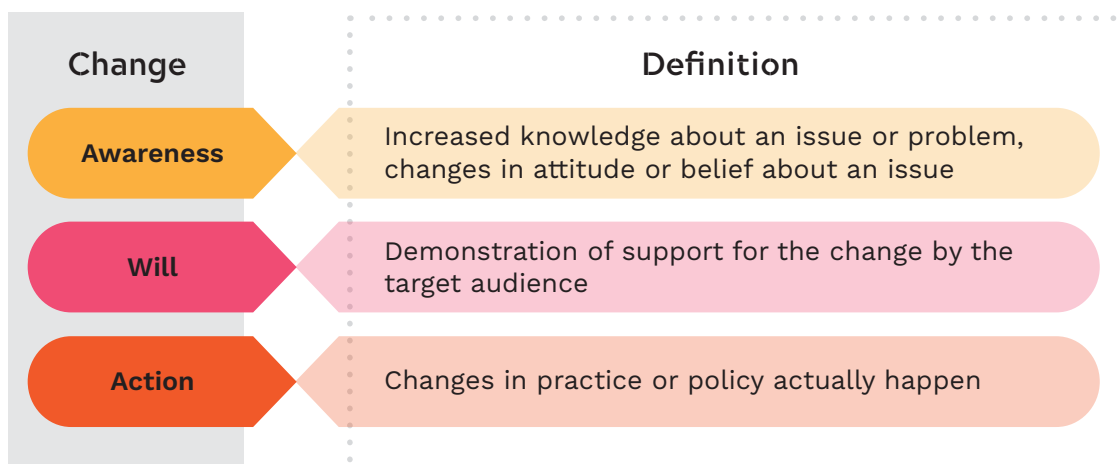
In a school we have different groups – such as students, teachers, parents and school leadership. Each of these groups can be considered as being part of the general public or influencers or decision makers. For example, students are often thought of as just representing the general public in a school,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



So when your WASH Club has decided on the target issue for an advocacy activity you 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:



Each advocacy activity done by your WASH Club can target different types of audiences and different types of change at the same time. Here is a framework to help you:

Use the advocacy framework to answer two questions:

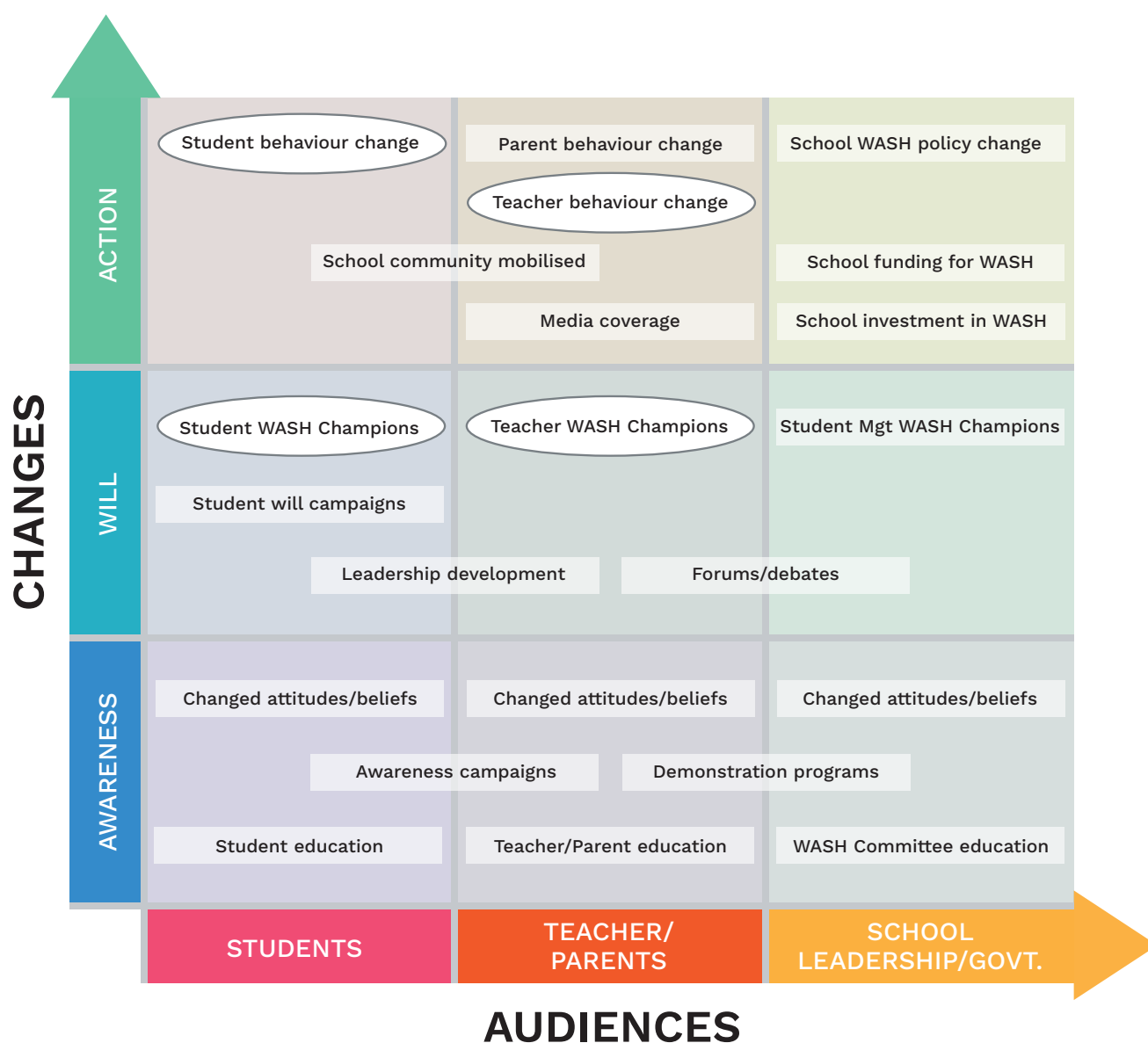
Question 1:

Remember back to the Power Questions in Step 1. Based on what you learned by asking the Power Questions 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!

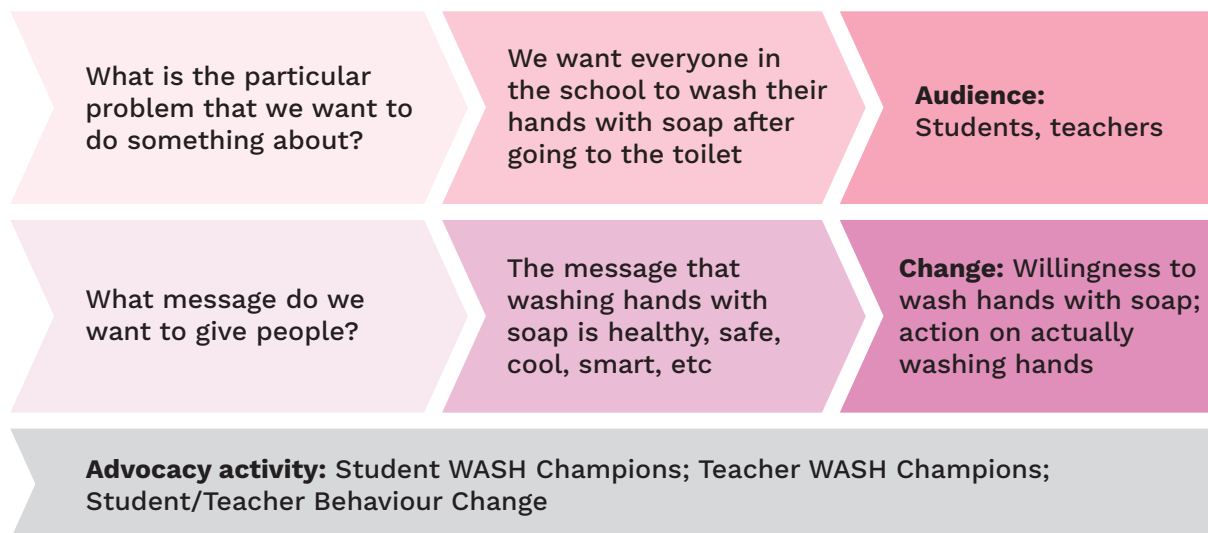
Question 2:

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.



Here is an example to help you:



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?

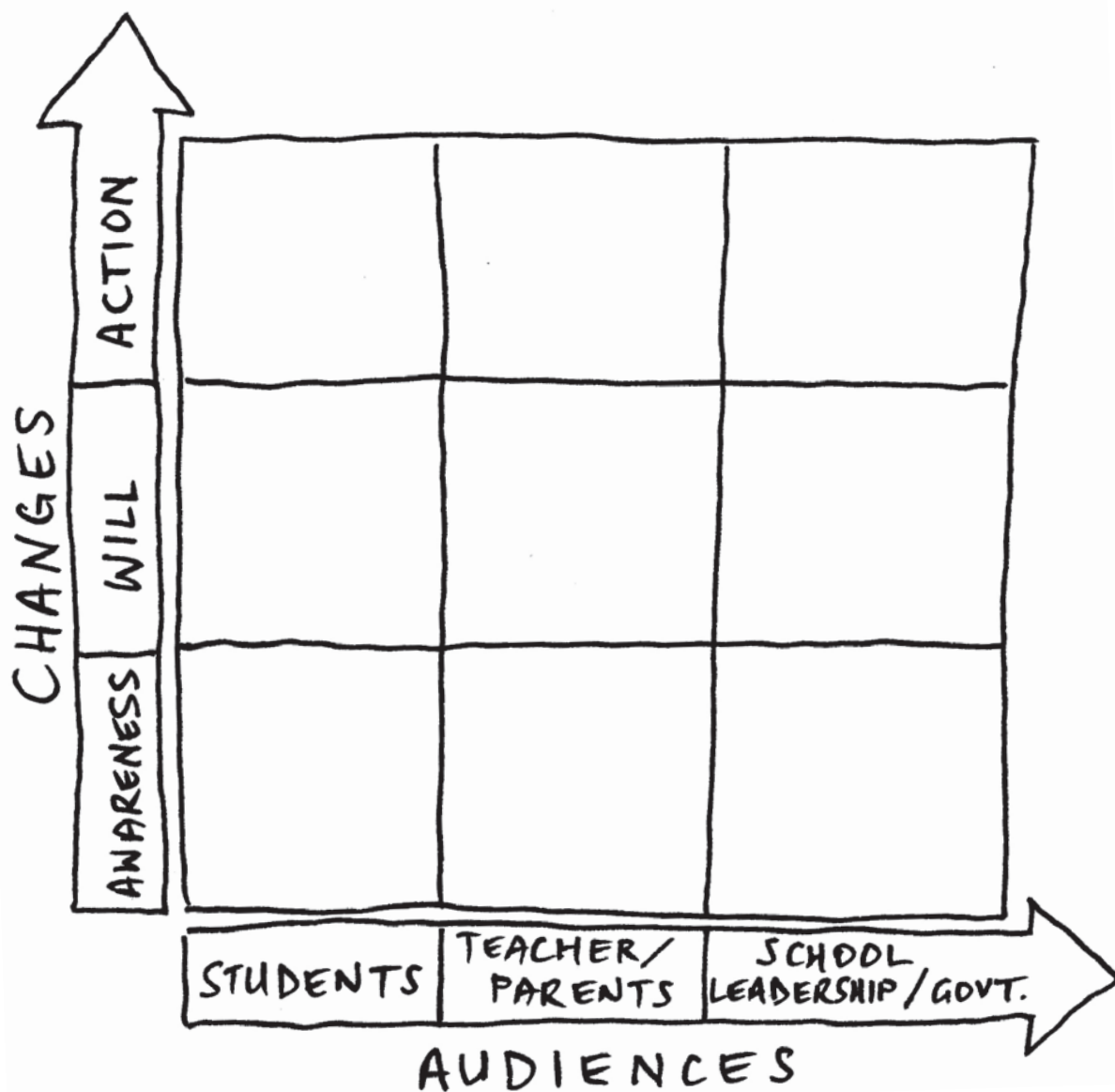
Once you finish your audience profile, summarise their profile with a one-sentence statement about their belief and attitude towards your advocacy goal. For example:

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.”



STEP 3 Speak Out

step
three

Taking action!

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.



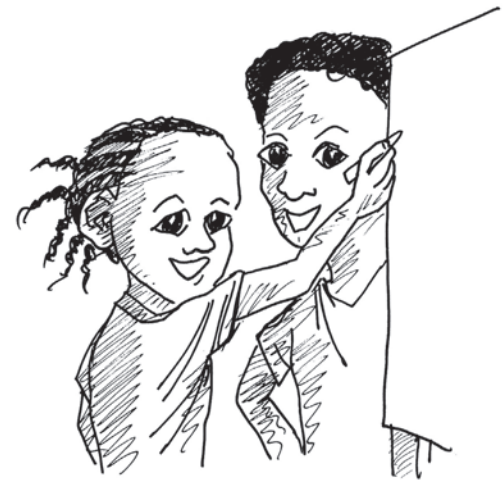
Examples of advocacy goals:

- 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 you practice good goal statements:

- Get into two or three groups.
- In your group imagine you are reading the local newspaper in the future. There is an article on how your WASH advocacy goal has been achieved and the problem solved.
- In your group write an article headline that includes the goal. It might help if you imagine: What has changed? How was it possible? How has it changed children's lives?
- You can include pictures, illustrations, and quotes.
- When your group is finished share your 'headline news' articles with everyone.



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 five 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!

WRITE KEY MESSAGES FOR YOUR GOAL

This activity will help you write key messages for your advocacy goal by making sure the messages are clear, concise and consistent. This is a brainstorming activity you can do in small groups or one large group. By the end of the session you should all agree on the 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.
- Write down the brainstorming ideas.
- Combine the brainstorming ideas until the group comes up with an agreed message(s).

DELIVER YOUR KEY MESSAGE IN 30 SECONDS

This activity will help you understand the challenge of delivering a message in a short time.

You need two volunteers. 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.

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 member 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.

...29...30

The volunteer playing the role of the WASH Club member should tell the rest of the group 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. Use one of the key messages discussed in the brainstorming activity. Work through each of the scenarios listed below and have the group discuss what sort of activity they could use to deliver a key message.

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.

You should now know your advocacy goal. You should 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 interesting way.

Use this table as a guide to start talking about possible Arts for Advocacy activities for your goal, target audience and key messages. There is 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 we 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?		How: 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?		What: <ul style="list-style-type: none"> 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)?		Resources: <ul style="list-style-type: none"> 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?		When: Halfway through Term 2



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	
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?	Ideas
Are there regular events (such as school assembly, WASH Committee meetings, etc) that you can use to talk to your target audience?	
New Opportunities	
What new activity opportunity could you create for the target audience?	Ideas
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.

You need to plan what resources you need for each of the activities planned. You also need to decide on how you can get the resources.

Now it's time to write an Advocacy Work Plan. 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.

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 we call a meeting with any of our key audience or people helping with the advocacy plan?
- Does everyone involved in the WASH Club know about the plan and the due dates?

For each activity break down each step involved in planning. Include a due date, responsibility, brief description and resource needs (including any costs or sources of resources). This will help you have a good result.



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.

ADVOCACY ACTIVITY:

	Due Date	Responsibility	Brief Description	Resources Needed

Ideas for taking action!

Here is a big collection of ideas for Arts for Advocacy activities. Each idea gives information on materials, and steps on how you could do it. But remember that these ideas are just to get you thinking – your WASH Club may have creative ideas of your own for Arts for Advocacy campaigns!

ORGANISE A SYMPOSIUM OR DISCUSSION GROUP

A symposium is when a group of people get together to discuss a particular subject. It is also called a conference. It is a great way to get together a large group of people with a common interest to discuss a subject. You can share your knowledge and stories or plan for future WASH activities.

Symposiums are a good way to talk about challenges your class, school or community faces. Once you have identified challenges, you can talk about how to overcome them. Lots of minds put together can result in motivated, problem solving kids! It doesn't even have to involve lots of people. Six or seven friends can come up with great ideas too.



How to organise a symposium



1. Start planning your symposium early. If it is with your school friends, you may want to start a month earlier. If it is a large symposium with lots of students or even members of the community, you may need up to four or five months of planning.
2. Form a help group, or committee, to plan your symposium and help out on the day.
3. Write down your goals and your agenda. What do you want to achieve at your symposium? An agenda will help to remind you to cover all your discussion points and keep your meeting organised.
4. Choose a suitable location that will comfortably hold the participants. It could be a school classroom, an outdoor setting or a village or town hall. It will help if you have a board to write on, pens and paper to share and, if you have the facilities, projectors.
5. Give your symposium or conference a name. It should let people know what the symposium will be about.
6. Decide what sort of sessions or discussions you will have. Will it be a discussion with all participants at once, or will you break into smaller groups? What sort of activities will you have? Who will lead the discussions? You could choose a teacher or older student to do this.
7. Send invites and publicise your symposium. If it is for school students, you may want to put posters up or talk at assembly about the event. You could use social media to publicise it, or advertise on local radio or in the local newspaper.
8. When you've finished your symposium, send all your participants a summary of the day. What did you discuss? What challenges did you discover your group had and how are you going to overcome the challenges? An action plan will help you set out these discussion plans and items so you can get straight into action!
9. Discuss with your committee what went right and what could be changed for next time.

HOW A DISCUSSION FORUM RESULTS IN A GOOD PLAN

Students in the Solomon Islands held a full day discussion group. The students expressed frustration that most of the time they can't wash their hands because there is no secure water supply at their school.

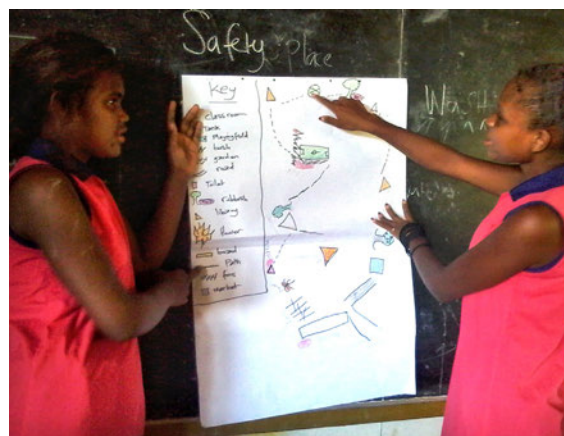
Activities included brainstorming and discussing proper hand-washing technique, and a mapping activity in which the children were split up into groups of boys and groups of girls. When they were finished, the children presented the maps to their classmates and discussed their work.

The main issues of safety in their school area the children expressed concern about included a rubbish dump area too close to the school, a bush area near the school that was used for drinking alcohol by older people, dirty toilets that had no locks and the lack of fences around the school that made it unsafe.

It was agreed that the following things could be done to increase safety:

- Recruit security to be present in/around the school
- Staff and other community members to stay in the school area (have them sleep there during the night)
- Help the school to clean the school area and stop people from drinking and openly defecating there.

Advocacy by students was seen as an important part of identifying things that could make the school healthier and safer.



Design a poster

Posters are easy to make, colourful, inexpensive and a great way to reinforce your WASH message.

Posters can accompany other activities, such as promoting events or demonstrations. Or they can be used to promote a simple message. You can put the poster on your wash room or toilet wall, or use them in the classroom.

Suggested messages for your posters

- Facts about germs
- Tips for keeping clean
- Instructions on how to wash hands
- Instructions for using a toilet safely and hygienically
- Inspirational messages for students, the community or WASH Clubs
- How to build a tippy tap
- How to store water hygienically.

You can design your posters in lots of different ways. Why not use:

- Marker pens
- Paint
- Crayons
- Paper, fabric or glitter.



Competitions

Everyone likes to enter a competition. Competitions are a great way to communicate your WASH message to a wide audience while at the same time providing them with a great prize. Competitions can be for a class, an entire school or even the community where you live. You could even organise a competition for an entire country to enter.

WHAT TO DO

1. Decide if you want to run a contest where people compete for a prize or something that you are giving away for free.
2. Decide how people should enter your contest. Do they need to send in a creative entry, or is it just a random draw? Will they need to send in an entry form by post, or can they enter online?
3. What information are you going to include in the competition entry form? You will need to let people know what the competition is for, how people can enter the competition and what the prizes are. You will need to include logos or names of sponsors of the event too.
4. You will need to publicise your competition. You can do this in your school newsletter, a notice board, the local newspaper or a radio station.
5. If the event is creative or a work of skill you will need to organise judges. Your teacher or older students could judge a competition.
6. Organise prizes for your competition. These may be small prizes for students such as hand sanitizers or T-shirts, or large prizes for a village such as a new toilet.
7. You can get sponsors to help contribute prizes.
8. Make sure you let people know when the competition finishes, and when winners will be announced.
9. Make sure you announce the winner so everyone can see their entry and know what they've won. This could be at a school assembly, in the local newspaper or in a prominent place where you live. You can invite local dignitaries, media or your community when you announce a winner.

Types of competitions

- A writing competition based on a hygiene or WASH Club theme
- Colouring-in for younger children
- Write poems and song lyrics
- Design ideas for an environmental toilet
- Video a hygienic message with your friends
- Design a poster with a creative message.

CASE STUDY

New Year, New Toilet competition in Vanuatu

The Live & Learn team helped launch the 'Niu Yia, Nui Toelet' (New Year, New Toilet) competition in Vanuatu.

The competition helped improve awareness on the importance of having a family toilet and washing hands with soap. It was launched at a 'Christmas at the Park' event.

There were demonstrations of a sample toilet and instructions on how to build a simple tippy tap. Prizes were donated and giveaways were organised for the day.

The competition theme was 'Good Toilet, Clean Hands, Happy Family'. Entries had to reflect the theme in a creative way. There were three categories for entries – song, photograph and painting/drawing. The main prize was a button flush toilet, with a bulk supply of toilet paper and soap. Promotional 'goody bags' were also awarded through the radio promotion.

Posters were printed and put in strategic places in town. A local television station provided free on-air promotion and two community-based sanitation enterprise members spoke on the Radio Vanuatu community program to further promote the competition and toilet products they sell.

Finally, a 'New Year New Toilet' Facebook page was set up to promote the competition.



NIU YIA NIU TOELET KOMPETISEN



**TEKEM PHOTO
MO WIN**



SING MO WIN



**DRO or PAINT
MO WIN**

Hold a special event

What better way to demonstrate the importance of hand-washing and hygiene than holding a special event at your school, town or village?

People enjoy being together to watch demonstrations, learn new skills and celebrate special events. There are four key special events held each year that you can use as a theme for your event (see below).

WHAT TO DO

1. Organise a committee or a planning group to discuss a theme, location, venue and activities.
2. Choose a location such as your school, the marketplace or sports oval that is central and visible for your event. Make sure you get permission to hold your event at the location.
3. Organise facilities such as a small stage, tents, PA system, posters, toilets or waste bins beforehand.
4. Promote your event through the local media, the school newsletter, posters, social media or letter box dropping. Highlight one or more activities that guests can enjoy on the day.
5. Organise a sponsor if your special event requires any money to run. Make sure posters or banners display your sponsor's name or logo on it.
6. Invite a teacher, local dignitary or politician to launch your special event.
7. Organise a running sheet for you and your team with the times and location for each activity on it.
8. Choose one or more activities from the list below for your special event.
9. Have someone from your organising team at each activity to make sure it runs smoothly.
10. At the end of your special event discuss what went well and what changes might make it run even better next time.

Activities or events you can hold on your special day

- Demonstrations of hand-washing, toilet flushing or WASH activities
- Lectures and presentations
- Competitions
- Giveaways and goody bags
- Art shows
- Dancing and cultural presentations
- Kids' activities
- Any of the recommended advocacy activities in this handbook!

When to hold your special event

22 March – International Water Day
www.unwater.org/worldwaterday

28 May – Menstrual Hygiene Day
www.menstrualhygieneday.org

October 15 – World Hand-washing Day
<http://globalhandwashing.org/global-handwashing-day>

November 19 – World Toilet Day
www.worldtoiletday.info

Demonstrations

There's nothing better than having a live audience when trying to demonstrate a lesson or step by step program. People respond well to demonstrations, and you are able to engage with your audience by allowing them to answer questions or become involved in the demonstration themselves.

You can demonstrate hand-washing, toilet flushing, good hygienic practices or toilet construction by holding a demonstration. Promote the demonstration in your school or local area. It can be part of a cultural festival, a cultural day, a school assembly or a special event.

WHAT TO DO

1. Decide what you want to demonstrate and how you are going to demonstrate it. The demonstration needs to be practical and easy to follow. You will need props such as a working toilet, flowing water, soap and towels or toilet paper.
2. You may want to use a demonstration station, a song or a dance to accompany the demonstration.
3. Write out the steps you need to take for each demonstration to make sure you are covering each step clearly.
4. Have friends help you on the day who understand how the demonstration will work.
5. Accompany the demonstration with handouts, pamphlets or flyers reminding people in pictures or diagrams.

Community promotes hand washing at local market

In the Solomon Islands the Community WASH Committee conducted a public hand-washing demonstration at the local market to bring attention to Global Hand-washing Day.

A hand-washing station used tippy taps and bright blue soap hanging on ropes. People of all ages washed their hands during the event – children, mothers, youth and adults.



Make a video

People respond to video. It allows you to tell a story or deliver your message with both words and images. It's also never been easier to make your own short video. You can use a phone, a video camera or a digital camera to video your message. You can even edit it using free software.

You can upload your video to one of the many video sharing or social media sites such as YouTube or Facebook. You can also deliver many types of video. You can interview friends, video a demonstration or special event or video artwork or WASH initiatives your school has been involved in. It allows you to advocate to a very wide audience – not just your school friends and family.

WHAT TO DO

1. Choose an event, message or initiative you want to video. Be clear about what you want the video to contain.
2. Organise your subject, event or people you want to interview to be available on the day.
3. Make sure you get permission from anyone who talks in your video – they may not want to share their message on the Internet.
4. Videos should be short – no longer than five minutes. People want to watch short, snappy videos. You can video more material than you use by editing the video down. You could even use all your material you video to make two or three separate videos.
5. You can include music, titles or animation in the video. Find a friend who is good at video production if you can't do it yourself.
6. Upload your video to a video sharing or social media site. Don't wait too long to finish your video. People want to watch events just after they've happened.

Video sharing websites sites

- www.youtube.com
- www.vimeo.com
- www.facebook.com

Vulnerability to violence can have a significant impact on people's access to adequate water, sanitation and hygiene. Girls and women frequently face harassment when they have to go to the toilet in the open. They may delay drinking and eating in order to wait until nightfall to relieve themselves because of feelings of shame and risks to their dignity.

Live & Learn and their partners collected video interviews with men and women involved in community-based sanitation enterprises. A short video shared the story of two women, one from Vanuatu and the other from Papua New Guinea, who spoke about having to use bush toilets and the challenges they faced building hygienic, safe toilet facilities in their community.

The five minute video used subtitles on the screen and background music. It was hosted on the <https://thewashbusiness.wordpress.com> blog site.

Social media

The term 'social media' refers to websites used to connect people via computers. Social media uses the Internet and phones to create networks, share information and promote causes in a fast way. Facebook, Twitter and Instagram are examples of social networking websites.

Your group could set up a social network by joining one of these websites. Or you could post photos or video from your events or school highlighting special events, demonstrations or your artwork. Ask your teacher to help your group access a computer to use social media. This is a great way to reach thousands of people around the world to promote your cause.



WHAT TO DO

1. Be clear about what you want to use social media for – to increase the size of the audience you want to advocate to, educate, inform about an event or get people to do something.
2. Think of clear messages and images you can use.
3. Choose the social network site you want to use and register to join. Follow the instructions to set up the site. Most sites have information guides.
4. Start posting!
5. Give someone in your team the responsibility of managing the social media – perhaps a couple of people who can easily access the Internet.

Social media websites

Here are some websites for social media:

- Facebook: www.facebook.com
- Twitter: www.twitter.com
- Instagram: www.instagram.com
- Snapchat: www.snapchat.com

Online safety and strangers

Social networking online means you will meet a lot of new people. Be careful with what information you share and with meeting people in person. Some safety tips for meeting people online are:

1. Never share your address, banking details, phone number or anything personal.
2. Always talk to an adult if someone says something strange to you online.
3. Never arrange to meet someone you've met online. Always ask advice from an adult.

If you follow these tips, social networking online can be a safe and rewarding experience.

Stencils

In this project you will create mud messages on the street – or become a personal signboard with a stencilled T-shirt.

What is a ‘stencil’?

A stencil is a cut-out image. To make a stencil, a piece of paper, cardboard or plastic is cut to create an image or words. The piece of paper is placed over a surface, such as a wall, the ground or a T-shirt. When paint or another similar material is applied, the image or picture created by the cut-out is left on that surface.



MATERIALS

- Thick paper or card to make a stencil
- Knife or scissors to cut out the stencil
- Brushes and paint, mud or any other material you can think of to paint the stencil.

WHAT TO DO

1. Decide what image or message you want on the stencil.
2. Draw the picture or write the message on the card. Use a knife or scissors to cut the image out.
3. Place the stencil on a wall, pavement or other surface. Make sure the stencil is flat against the surface you are painting. You can work together to make sure the stencil does not slip. Use the brushes to dab (lightly add) paint or mud to the surface you are painting.
4. Let it dry to see how it turned out, then continue as many times as you like!

You can stand near your stencil and have fun watching people’s reactions. Do you think they like your message? You could ask them.

Remember to seek permission from the council, school or person who may own the surface that you want to stencil.

Suggested themes

- Promote World Toilet Day in your school.
- Promote washing your hands with a simple slogan or image. Perhaps a pair of hands under running water. Or try a simple slogan like ‘Keep our toilets clean!’ or ‘Wash your hands before you eat’.



Community mural

Create a permanent art piece in a public place. A mural is a large public art piece that can promote a message about hygiene, washing hands or keeping toilets clean.

The mural could be painted on a wall at the school – perhaps on the wall of the toilet or near a kitchen or lunch room.

A large public mural will create an opportunity for further discussion, action and a celebratory public launch party!

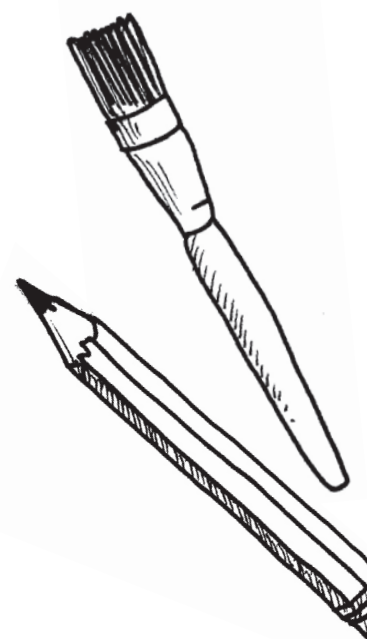
MATERIALS

(Your list will vary depending on your mural idea.)

- Brushes
- Paint rollers
- Pencils
- Paper
- Drop cloths – old sheets or plastic to protect the ground near where you're working. (You may not need these if you're painting on the grass.)
- Paper plates or something to hold the paint
- Several big buckets for clean-up
- Newspaper to clean up or use instead of drop cloths.

Painting a community mural:

1. Prepare a large size canvas (3.5 m x 7.8 m).
2. Discuss what your theme will be.
3. Create a hygiene or WASH Club painting on the canvas.
4. You can take digital photos of it and use it for posters, screen savers or flyers.



WHAT TO DO

1. As a group, discuss the possible locations to paint the mural. This could be in your school or community, at the market or near public toilets. Remember to have discussions with representatives from your school or community if you are thinking of painting a mural on their property.
2. Decide on the key message of the mural and start drawing some ideas! Ensure you get the design right before you start painting. Agree on a final mural outline and keep this piece of paper. You will need to refer to this as you paint your mural.
3. Once you have permission to paint the mural, organise to buy the materials and set a time when people can gather at the selected location. Remind people to wear clothes that can be splattered with paint!
4. The first step in painting the mural is to ensure that you have a good base coat on the wall. (White or pale colours work best.)
5. Once the base coat is dry you will need to create an outline of your mural in pencil, marker or chalk. Refer to the mural outline you drew on paper and agreed to. Get this right before you start with the permanent paints.
6. Once this is drawn up, pass the brushes around and encourage everybody to start painting!
7. Promote your mural to as many people as you can to ensure that they see your message!
8. Hold an opening ceremony to reveal your mural and invite community members, council members, teachers, parents and the media to report on your painting. Choose someone in your group to speak at the opening about the meaning of the mural.
9. After the event, talk with your network about what worked well. What could have been improved?
10. Celebrate the success of your network's contribution to peace in your community. You have made a message of peace!

You will need to plan your design carefully. Paint is permanent so you need to make sure your design is the best it can be. Prepare a draft version of the mural before you buy the paint. Show this design idea to the correct authorities.

If you can show them a good design, you will have more chance of getting approval!

- Ask an adult who knows about painting to help so you buy the correct paint, because there are many different types. Do you need a primer? A primer prepares the surface to be painted. Also remember to clean the surface where you will paint. Remove any loose bits, clean and allow to dry.



Talk with chalk!

Chalk it up at your school or in town!

MATERIALS

- Paper
- Pens
- Chalk (you can use coloured or white).



WHAT TO DO

1. As a group, discuss ideas for your chalk messages. You may want to use some existing quotes, statistics or WASH messages. It is best to keep these messages short and to the point. This will make your message stronger and save on chalk!
2. Choose a location for your message. If you choose a public place, make sure you are respectful of others, and ensure your message is not offensive to any other groups. Somewhere near hand washing facilities or the road or footpath near public toilets will catch people's eye. You could even use the wall of a toilet or hand-washing basin if it is flat.
3. Create the messages. Have fun!
4. Watch people respond to your messages and – if you are brave – ask them what they think!
5. After the event, talk with your network about what worked well. What could have been improved? What did you enjoy about the activity? Were there any challenges?

Congratulations – you have now talked with chalk!

Taking it further:

Create a public chalkboard in your community. Ask permission from your council first, then buy some chalkboard paint and choose a wall in a good location.

Ask permission!

It is important that your message is attractive, and appealing – otherwise, it will quickly be washed away or rubbed out! Be selective about your chalk messages!

Sometimes less is more! Also don't forget to check the weather forecast. You don't want to create chalk art on a rainy day.



Message on a postcard

Develop a series of postcards that can be sent out to fellow students, friends and the community to promote hygiene and your WASH Club messages. You can make the postcards by hand or, if you have funds available, you can get some of them printed.

A postcard is a great way to get a message passed on! Once the postcards are prepared you can send them by mail, deliver by hand, or tack them on a cork noticeboard.

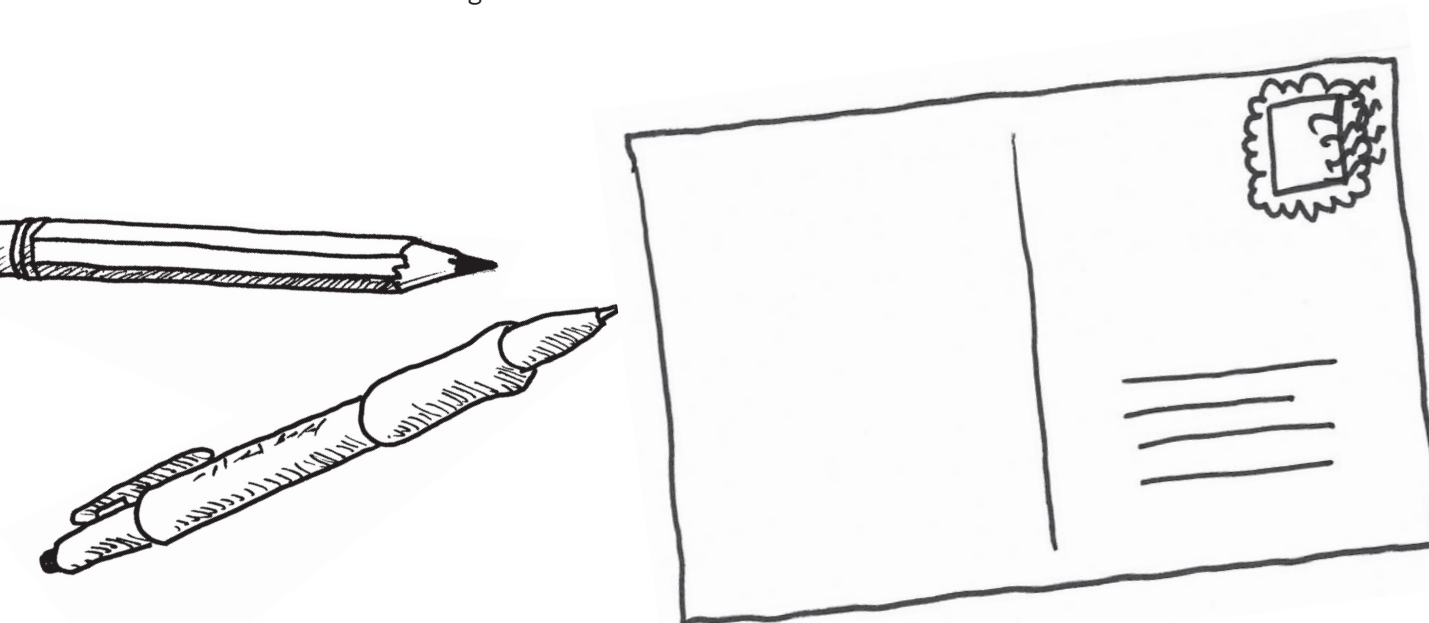
It doesn't really matter what size the postcards are – be as creative as possible! However, if you are sending them by post, it is best to stick to the standard size (10.5 cm x 14.8 cm).

MATERIALS

- Thick card
- Pens
- Pencils
- Paint
- Brushes
- Stamps if sending by mail (or you could hand deliver them).

WHAT TO DO

1. Cut out the card to approximately 10.5 cm x 14.8 cm.
2. As a group, discuss what message you'd like to deliver to your audience. Make it simple – you only have a limited amount of space to work with. Then think of how you could draw this or write about it.
3. As a network, you might want to decide what text to put on the back of the postcard. It could be step-by-step instructions on how to hand-wash, for example.
4. Pass out the pens, pencils and paint and start creating! Encourage network members to paint/write a message on the front of the postcard.
5. Deliver the postcards to different people and organisations to spread your hygienic or WASH Club message.



WASH-warriors

Turn everyday objects such as plastic bottles, into ‘wash-warrior’ masks! This project allows you to make messages that grow – using seeds that grow into plants. You can hang them on the walls to beautify the school, home or local washroom or toilet!

MATERIALS

- Clean old plastic bottles or containers with lids
- Acrylic paint
- Glue
- Soil
- Seeds
- Hook or nail to hang mask from.

Do not use bottles that contained household chemicals or anything else that is potentially toxic (poisonous).

WHAT TO DO

1. Save plastic bottles and other potentially useful containers from your house or school. Make sure the bottles have their lids.
2. Cut off the bottoms of the plastic bottles and turn the bottles upside down.
3. Using paint, if available, create ‘wash-warrior’ masks. If you don’t have paint, you can use lids or caps to glue on eyes.
4. Fill the masks with soil and seeds.
5. Decide on the best place to hang these. Choose a place where it can be watered from the rain and won’t be at risk of being damaged by others.
6. Hang, water and wait for the top of the masks to sprout ‘hair’!



Sing-song session

Get your message heard in a fun and interesting way. Singing a song is catchy and will stop crowds.

What is a 'sing-song session'?

A 'sing-song session' is a way of creating a song about an issue of importance in your community or country. The 'sing-song session' is based on the idea of a 'complaints choir': a creative way to raise awareness about a key issue in a fun way.

The group of people, the 'choir', can be made up of anybody from the community who wants to take part. The choir decides what hygiene or WASH theme to focus on and writes a fun and light-hearted song about the key issue. They then perform the song in a public place so others can hear their message.

WHAT TO DO

1. Invite people in your community to join the 'sing-song session'. People don't have to be good singers and they can be any age.
2. Ask the group to list a topic to raise awareness about. Select one topic to focus on. Use butcher's paper to write down the ideas and issues that are central to the song. This will help the writers form the words for the song. You might like to stick to two to three verses and one chorus. You can use humour to keep your issue fun.
3. Now is the time to write the song. If your youth group has a few musicians in it, ask them to help. You need to work fast to keep people interested – try not to leave it more than a few days. It doesn't matter what style the song is, as long as the people sing loud and with a positive, happy attitude.
4. Get your group together and start practising the song. Make sure that everyone knows that they are part of the choir and they are all important in getting the message across. Everyone should learn the song together and have a good time.

Practise as long as you can. Select a location and start spreading the word about a performance. Select a place that will give you as much exposure as possible – for example, the market or shopping area. If possible, arrange to have someone bring a video camera to record the performance. Or you can contact your local media – for example a radio or TV station – and get them to record your performance.

During the performance, try to have as much fun as possible and encourage the audience to join in. Have the words written out so everyone can see them and join in. You could do it once and if people are interested in what you are saying (and singing) you could perform it again, or you could move to a different location and do another performance.

You can include actions to accompany your song. If you are singing about the different stages of washing your hands, for example, you may want to use actions for each verse. Actions are a great way for an audience to follow your song without relying on lyrics.

If people are interested in what you are singing about, it may be useful to have a few group members around to keep people talking about the issue.

It may be worth having a plan in place for people who want to find out more.

Suggested messages for your song

- How to avoid germs
- Tips for keeping clean
- Instructions on how to wash hands, using a toilet safely and hygienically
- Why clean water is important for our health
- Why using soap is important for keeping clean
- Why your school is great for having a WASH Club.





Mini music marathon

Use music – song, dance or performances – to express your WASH or hygiene message. This project involves a public performance using song, dance or both! Make the performances as fun as possible and encourage the audience to join in and sing/dance along.

WHAT TO DO

1. In your group, discuss what message you want to deliver in your mini music marathon. Choose a theme. Your group may decide on one song, or many more.
2. Decide on your audience – who will be watching the performance. Organise a time and place to show your musical performance.
3. Practise as much as you can.
4. Advertise your performance with posters and flyers in public places.
5. One person can act as the host of the show, to introduce the acts and explain the messages to the audience.
6. During the performance, encourage the audience to participate as much as possible. Have fun!

Flash mobs

What is a ‘flash mob’?

A ‘flash mob’ is a group of people who come together in the same place at the same time to perform a song, dance or other performance and then leave straight afterwards. This can have a big impact, because people are not expecting to see dancing or singing!

Your group will gather in a public space or at your school – without anyone knowing – and perform a dance or song for a short period of time, and then disappear quickly after.

WHAT TO DO

1. Decide which WASH or hygiene message your performance will cover.
2. As a group, decide on a performance (song, dance or rap).
3. Organise a time and place and tell your friends, networks and other interested groups the time and location.
4. Practise your performance beforehand in a private location.
5. On the day of the flash mob, ensure that one person in your group has a portable stereo or an instrument to play the music for your performance.
6. After the performance, it’s important to move quickly from the space. The performance creates a big impact because people do not expect it and then you disappear like it never happened. Organise another place that your group can meet to discuss how the performance went. Have fun!

Host a public event

A great way to share your projects with the community is to organise a formal public event. A public event includes activities (usually fun!) as well as interesting speeches that anybody from the community can come and participate in or listen to.

An important part of hosting a public event is to have it in a popular public place that is easy for people to get to – for example, in the centre of town.

WHAT TO DO

1. Choose a theme for your public event. What is your cause? Why are you having an event? Do you want to link it to a special day of the year? (See page 52 for a list of relevant days suitable for WASH Clubs.)
2. Choose where you will host the event. Do you need permission from the government, local council or landowners?
3. Organise the details of the event: date, time, what will happen, who will do it.
4. Promote the event. Start spreading the word about the event through your networks and the media. Create some flyers or posters to advertise it.
5. Ask a well-known public person (e.g. a local leader, sporting hero or popular singer) to present a talk at your event.
6. If possible, arrange to have someone bring a video camera to record the event. Or you can contact your local media (e.g. radio or TV station) and get them to record your event.
7. Hold the event and enjoy it! During the event, try and have as much fun as possible and encourage the audience to join in.
8. If people are interested about your event issue, it may be useful to have a few group members around to keep people talking about the issue. It may be worth having a plan in place for people who want to find out more.
9. After the event, discuss as a network:
 - What worked well?
 - What would we change for next time?
 - Did our message get heard? How do we know this?
 - Do we have any new people who want to join our network?

CASE STUDY

Joining a national children's conference

The National Children in Development Conference was held in Kimbe, Papua New Guinea, on 19 and 20 November 2012. Universal Children's Day is celebrated on 20 November also.

Universal Children's Day is a day of worldwide friendship and understanding between children. Many children participated in the conference, advocating for peace to be maintained in the home, school and community. They composed a powerful song about the theme of the conference, 'See me, hear me and care for me'. It was recorded and played occasionally on the local radio station. Children also shared personal stories, poems and dramas. This gave the children an opportunity to share information about their cause and to participate.

Set up a website or blog

Using the Internet

The Internet links networks from all over the world. These can be community, government, public, private and business networks – just to name a few. To use the Internet, you need a computer with Internet access.

The Internet is a place to:

- Find and store information (like a massive library!)
- Communicate to others
- Network and speak out
- Play games, and try many other fun and interesting activities.

If you have a computer with Internet access, setting up or adding to a website or blog can be an interesting way to speak out to the world!

You can use the Internet to promote your message. By setting up a website or blog, people can find out more information about your cause, learn how to join your network or contact you by using the Internet to search for your network name.

A website or a blog is a page on the Internet where you can share knowledge and information.

- A website is more formal and contains factual information.
- A blog is for continual updates, stories, ideas or experiences.



MATERIALS

A computer connected to the Internet. (Try your local library or an Internet café.)

WHAT TO DO

1. Ask a teacher or other trusted adult for support.
2. Plan your website or blog – what do you want on it, what information do you want to share, what kind of people do you want to attract?
3. Find a web host for your website or blog. A web host is a business that will store your website or blog. They will store all of the information and make it available online. There are many free web hosts to choose from.
4. Build your website or blog.
5. Maintain it – perhaps one of the network members has experience in this or has access to the Internet.
6. Promote the site – share the address with your network and encourage them to share it. Include your website or blog address on any flyers, brochures or handouts you print.

Free web hosts

A web host is an online network you can join. The network is for people who want to create a website. It allows you to create a website and will store all the information for you. Your website will then be available for everyone to see on the Internet. Some web hosts cost money and some are free. Here is a list of popular free web hosts:

- Biz.nf – www.biz.nf
- AwardSpace.net – www.awardspace.com
- Biz.ly – www.biz.ly
- FreeHostia.com – www.freehostia.com
- Wix.com – www.wix.com
- ByetHost.com – byethost.com
- x10Hosting.com – www.x10hosting.com
- Webs.com – www.webs.com

Free blog sites

Some of the web hosts also provide the opportunity to create a blog. A blog is like a website but is used by an individual or a group to continually update and tell a story, report on something or record something. Generally, they are easier to set up than a website. There are many free Internet sites that provide space on the Internet for you to create a blog. Different sites offer different features. Check which one provides you with everything you need.

- LiveJournal.com – www.livejournal.com
- BusyThumbs.com – A blog site specifically for your text messages and camera phone images – www.busythumbs.com
- WordPress – wordpress.com
- Blogsome.com – www.blogsome.com
- Edublogs.com – Blogging for educators, including peer educators – <http://edublogs.org>
- Tumblr.com – www.tumblr.com

Petitions

A petition is a request signed by many people, asking an individual, organisation or government to take action on an issue.

Online petitions

You can use the Internet to raise awareness about your cause and then encourage people to sign your petition online. Getting people to sign a petition means they support your cause.

Petition websites

Here are three websites for organising a petition:

- Change.org: <http://www.change.org/petition>
- iPetitions: <http://www.ipetitions.com>
- PetitionOnline: <http://www.petitiononline.com>

Power of the pen

If you don't have access to a computer to make an online petition, you can always write one by hand and get people to sign it. Then send it to the person, organisation or government you are asking to take action.

WHAT TO DO

1. Be clear about what your cause is – what do you want to happen once the petition is handed to the intended person, organisation or government? See below for ideas for a petition.
2. Be clear about the cause people are signing for.
3. Provide facts to make your petition strong and motivate people to sign it.
4. Choose an online petition site and draft the petition.
5. Distribute the petition through email or on your website/blog.
6. Allow sufficient time for people to sign the petition – perhaps you can promote your petition through the media. Try and get as many signatures as possible to increase the power of the petition.
7. Print out the petition and present it to the person or group you want to target. Perhaps you can create an event where you can do this.
8. At a later date, follow up with the person or group to see if they have changed their view or taken action on the issue.



Ideas for a petition

- Improving the public toilets in your village, town or suburb
- Building a new toilet in your village or town
- Putting up permanent signs for hand-washing or hygiene in your school.

STEP 4 Learn

step
four

Think it over

When you have finished your advocacy activity it is important to take some time in a WASH Club meeting to think about how things went, and what you could do better next time. This is a chance to:

- See what has been achieved
- Identify strengths and weaknesses
- Share experiences
- Learn how to do better planning.



Happy Sad Faces Assessment

This is a very simple tool that you can use to talk about what went well and what could have been done better in your advocacy activity.

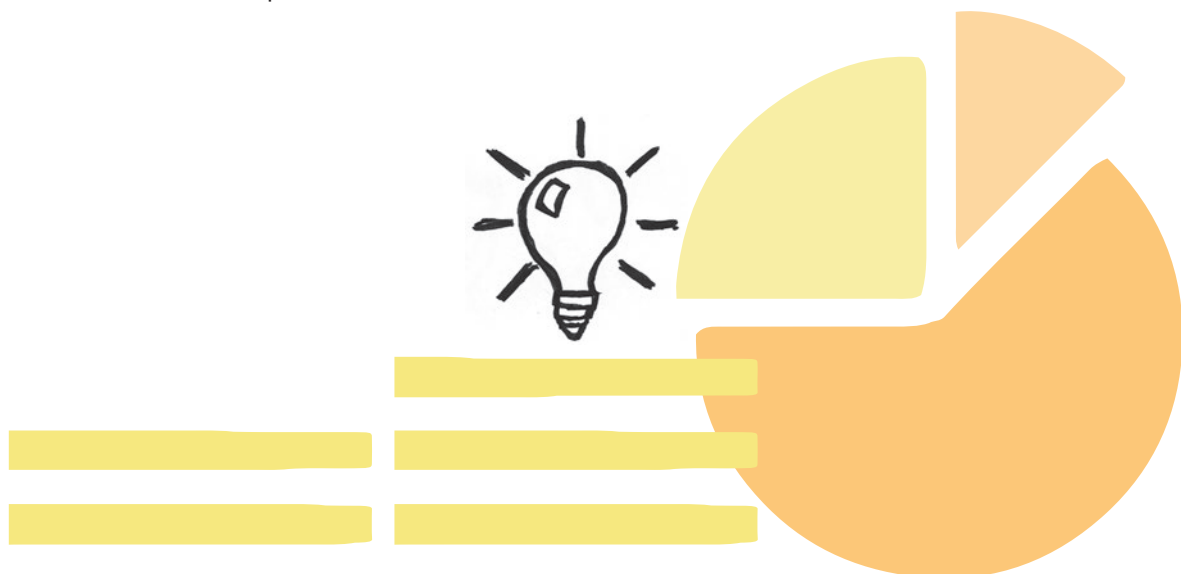
RESOURCES




Flipchart paper and pens.

WHAT TO DO

Draw a table on a sheet of paper and write the following headings:

- Name of the advocacy activity
- Strengths and successes
- Weaknesses, challenges and threats
- Suggestions on how to improve.



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

- Fill in the name of the advocacy activity or campaign you have just completed and want to evaluate. Add the date, number of participants in this evaluation activity (e.g. 5 boys and 6 girls aged 8-12).
- Talk about the successes of the advocacy campaign. Write these down under the smiling face.
- Talk about the weaknesses and challenges of the advocacy campaign. Write these down under the sad face.
- Next think about and list all your suggestions for doing better in the next advocacy activity. Write these under the idea light symbol.

Congratulations!

Now that your WASH Club has worked through each of the four steps in the Advocacy Cycle you are experienced advocates. You now have the following skills:

- You understand different types of systems and can use Connection Circles to understand relationships in a system.
- You understand the different types of power, and have strengthened your power within and power with experience through working together in your WASH Club.
- You understand how to select the audience and type of change for an advocacy activity.
- You have experience in planning and implementing an advocacy campaign.
- You understand why it is important to think about what you achieved and how to do better in your next advocacy campaign.

Well done! You are now ready to follow the four steps – Choose an Idea, Skill Up, Speak Out and Learn – for any other water, sanitation or hygiene issue that you would like to change in your school or community. We look forward to seeing the amazing things your WASH Club will be able to do.





**This guidebook has been written
just for students like you.**

Why?

Because when students just like you are given the opportunity and power you are able to change things to make life better in your school and community. Students like you are able to be powerful advocates!

Inside this guidebook are step-by-step ideas for students like you to work together to plan and carry out advocacy activities so that everyone in your 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 like you to feel confident about how you can influence positive changes in your school and community. There are templates to help you plan, and a huge list of ideas for 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 influence positive change in any issue important to you.

Hurry up, get your WASH Club together and make a start on the activities to show everyone what an amazing difference young people can make in the world!