

“SNAKES AND LADDERS” and “SNAP”

Games used in Mwambo (Malawi) to promote sanitation and hygiene

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1.a. “Snakes and ladders”

With this game each player is exposed to situations in daily life. This example concerns good and bad behaviour in the area of water hygiene and sanitation. This game is a useful learning tool whereby each player obtains information in the form of a picture and can use this information to answer questions posed throughout the game enabling the player to proceed. Learning is obtained in an informal manner through discussion, reflection, questions and answers.

Three games were conceived : one game focusing on hygiene and sanitation in the village, another game on hygiene and sanitation around the water point (on the left side of the picture below) and a third game concerning hygiene and sanitation at school. This game can also be used in any other area such as HIV prevention, nutrition.....

1.b. Learning objective

To educate all persons from young children to adults with full participation on a specific topic in an informal and fun manner allowing quick and automatic absorption of important information.



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1.c. Game objective

The first player to reach the last box wins.

RULES

1. Two or more players can play this game
2. Each player has a different coloured token
3. To start each player must throw the dice and the one who throws the highest number starts the game. The game then proceeds clockwise with each player taking his or her turn to play.
4. When a player throws the dice, the player moves forward the number of spaces indicated on the dice. (eg. if a player has thrown 4, then the player must move his/her token 4 spaces forward)
5. If the last space that the player has landed on has no picture, the next player takes his turn.
6. If the last space that the player has landed on is a question mark, then he or she is asked a question at random by the next player from the question cards*. If the player answers correctly, the player can throw the dice again and move on. If however the player answers incorrectly, the player must remain where he or she is and on his or her next turn is asked another question, the player can only move on when the correct answer is given.
7. If a player lands on the **head** of a snake, this means that the player has automatically landed on a picture** showing bad behaviour. The player must go directly to the picture situated at the tail of the same snake. The picture situated at the tail of the snake automatically shows good behaviour. Landing on the snake's head is bad luck as the player is forced to move backwards.
8. If a player lands on the **bottom** of the ladder, it also means that the player has landed on a picture. The player must go directly to the space at the top of the ladder which shows another picture. Landing at the bottom of the ladder is good luck as the player gets to climb the ladder getting nearer to the winning point.
9. If a player lands on a picture showing a person suffering from scabies, malaria, bilharzias, cholera, then that player must go directly to the space where the hospital is. Landing on a picture where a person is suffering from scabies, malaria, bilharzias or cholera is bad luck as the player is forced to move backwards.
10. The first player to reach the last space has won the game.

* answers are written on the back of each question card

** every time a player lands on a picture (good or bad behaviour) the player must discuss what is happening in the picture with the other players



2.a. “Snap”

SNAP is a card game. Each card has a picture. The picture shows either good or bad behaviour in a daily life situation. This example concerns good and bad behaviour in the area of water hygiene and sanitation.

In the deck of cards for every bad behaviour card there is an opposite good behaviour card for a specific activity.

The player is obliged to study each of the cards played in detail to see which card shows good behaviour and which card shows bad behaviour. This game educates the player in an informal manner through reflection and automatism. This game can be used in any other area such as HIV prevention, nutrition...

2.b. Learning objective

To educate all persons from young children to adults with full participation on a specific topic in an informal and fun manner allowing quick and automatic absorption of important information.

2.c. Rules

The person who has gotten rid of all their cards first wins the game.

Rules

1. 2 or more players can play this game
2. The game is played in a clockwise manner. All the cards are dealt out. The dealer starts the game.
3. Each player has a mixture of positive and negative behaviour cards in their hand. The first player plays a negative card. Each player must try and match the negative card in playing the correct positive card. There is only one matching positive card “snap”.
4. The player with the matching positive card then plays a negative card and the game continues.
5. When ever a card is played, the player must discuss what is happening in the picture on the card with the other players
6. The game ends when a player has played all his/her cards.



3. Examples of Pictures concerning Water Hygiene and Sanitation

These pictures are used for both games : “sankes and ladders” and “snap” (see drawings scanned in appendix)

Good behaviour

- 2 – cup system (*poster A drawing 3*)
- Storage water pot covered with a plate (*poster A drawing 17*)
- Woman carrying bucket of water which is covered with a plate (*poster b drawing 19*)
- Washing of hands after using latrine (*poster A drawing 31*)
- Boiling of water to kill any impurities (*poster A drawing 32*)
- Clean house surroundings with latrine, shower, dish rack, refuse pit (*poster A drawing 48*)
- Use of a dish rack (*poster A drawing 5*)
- preventive and curative health: going to the health center (*poster A drawing 8*) and *poster B drawing 12*)
- Sweeping around house (*poster A drawing 23*)
- Sleeping under a mosquito net (*poster A drawing 9*)
- Taking a shower/bath (*poster A drawing 44*)
- Cleaning inside the house (*poster a drawing 38*)
- Washing of bucket before filling it with water (*poster B drawing 32*)
- Cleaning around the shallow well (*poster B drawing 21*)
- Washing of hands before filling the bucket with water (*poster B drawing 47*)
- Carrying bucket of water in a correct manner (*poster A drawing 19*)
- Lifting bucket of water in a correct manner (*poster B drawing 2*)
- Bucket of water not filled to the rim leaving space for fingers (*poster B drawing 25*)
- Washing clothes using the washing slab (*poster B drawing 24*)
- Repairing water bucket properly

Bad behaviour

- Catching bilharzias - sanitation and hygiene rules not followed (*poster B drawing 23*) et *poster A drawing 20*)
- Use of leaves to cover bucket of water – contamination (*poster B drawing 6*)
- Bucket of water filled to the rim – contamination by fingers when carrying bucket (*poster B drawing 41*)
- Catching cholera – sanitation and hygiene rules not followed (*poster B drawing 44*) et *poster A drawing 22*)
- Washing clothes in a river – possible contamination of river *poster B drawing 22*)
- Catching of malaria – mosquito net not used (*poster B drawing 36 + poster A drawing 4*)
- Drinking water directly from the pump – possible contamination for other users *poster B drawing 10*)
- Putting hands into water when lifting bucket – Bucket is too full of water (*poster B drawing 18*)



- Repairing water bucket with soil – contamination of water (*poster B drawing 17*)
- Catching scabies – sanitation and hygiene rules not followed (*poster B drawing 31*)
- Shallow well with dirty surroundings - sanitation and hygiene rules not followed (*poster B drawing 45*)
- Drinking straight from the river - sanitation and hygiene rules not followed (*poster A drawing 33*)
- Not washing of hands after using the latrine - sanitation and hygiene rules not followed (*poster A drawing 46*)
- Swimming or washing in the river - sanitation and hygiene rules not followed (*poster A drawing 45*)
- House with dirty surroundings (*poster A drawing 11*)
- Dishes and eating utensils left on the ground after being washed (*poster A drawing 28*)
- Sleeping without mosquito net (*poster a drawing 41*)

Other references

In English

How to make and use visual Aids, Distribution [TALC](#), Ed. Heineman, VSO

Where there is no artist (examples of drawings and posters) [TALC](#)

The copyright free book (examples of drawings and posters) [TALC](#)

Making the Links : guidelines for hygiene education in community water-supply and sanitation, [IRC](#) occasional papers Series n°5, M.T.Boot, 1984 (82 p.)

"Worms" flannelgraph, [TALC](#)

Helping Health Workers Learn, David Werner [TALC](#)

In French :

Des jeux d'animation très amusants ("je coopère, je m'amuse" et "jeux coopératifs pour bâtir la paix" tome 2) peuvent être commandés en français à l'adresse suivante:

<http://jeux.nonviolence-actualite.org/groupe.html>

Conçus pour des enfants de 3 à 11 ans, ces jeux peuvent être adaptés à des situations d'animation de groupe avec des adultes.

D'autres idées et outils intéressants sont détaillés dans les ouvrages suivants :

"Outils et techniques pédagogiques pour une formation participative " 1994 (58 p.) de Vétérinaires Sans Frontières.

"Amazi" Fiche de l'animateur, Inades Rwanda (71 pages) : la partie animation est très intéressante très "pratiques" (*D. du Portal, CdS Madagascar rural*) **photocopiable**

Le point d'eau au village: manuel de formation des formateurs villageois, CINAM, Ministère de la Coopération (petite mallette – épuisé, **photocopiable**) beaucoup de choses intéressantes, pour l'animation hydrau mais aussi pour la santé à l'école (*Lionel Combey, ex RP Zomba Malawi, CdS Malawi*).

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