

TRAINER'S MANUAL

This manual should be used by trainers to coach the teachers on what and how they should teach their students the importance of hand-washing. Through a series of chapters, our goal is to instill the habit of proper hand-washing habits in the students. The trainer's job is to make sure that the teachers are well-trained and to encourage them to participate in these activities themselves by placing themselves in the students' shoes. Always begin by explaining what the goal of the chapter is and then move on to the activity as specified and respectfully encourage them to participate.

UNIT 1: Hand washing

Contents:

- 1.1 What's in your classroom?
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Chapter 1: What's in your classroom?

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|------------------------|---|
| Objective | To explain the kids that germs are everywhere around them |
| Time | 5 minutes |
| Apparatus/Props | Chalk dust/Chalk powder (preferably yellow or orange) |

Activity

This activity begins with a discussion of what the average student comes into contact with everyday in the classroom:

- Ask the teachers to hold both of their hands up in front of the class (the trainer should demonstrate this as well) and ask the students, "What surfaces do you think my palms interact with in this class?"
- Ask the teachers what they think their students will say.
- Wait for the teachers to say: the blackboard, desk, chair, friends, etc.
- Ask the teachers to wait for such answers and write them on the blackboard.

We now want to demonstrate how quickly germs spread through the use of chalk dust:

- Ask the teachers to pick one or two volunteers from the class and color their palms with chalk powder/dust.
- Use yourself, another trainer, or a willing teacher to volunteer for the activity.
- Ask the volunteer to walk around touching the things listed on the blackboard leaving small but visible imprint on each item.
- Ask the volunteer to stand in front of the class and list the things they touched and for how long they touched them.
- Ask the teachers what their class would say if they asked them: "What imprints have been left on the items?" Now wait for one of the teachers to answer, "chalk-dust or chalk-powder or chalk". When our target answer is spoken, say that that's the answer we are looking for from the students.
- Ask the teachers what their class would say if they asked them: "Are these items clean?" Now wait for one of the teachers to answer, "no".
- Ask the teachers what their class would say if they asked them: "Where does the impurity come from?" Now wait for one of the teachers to answer, "dusty palms".

We now want to show them that germs cause diarrhea and germs come from poop:

- Ask the teachers to ask their students: “Do you sometimes have stomach bugs or feel unwell?” “Do you sometimes get loose motions?” Ask them to wait until the students admit to these problems. Ask the teachers to say: “So if all of you go through such problems then it is possible that every week or every 10 days at least one person would have to visit the toilet a lot.” Ask the teachers how their students would respond to that.
- Ask the teachers to ask their students, “What happens if that person with loose motion does not wash their hands after using the toilet?” Ask the teachers how they think their students will respond.

Wait for the suggestions as follows:

- Their hands are unclean or dirty
- Their hands may smell if they haven’t cleaned them well enough
- The dirt/poop might spread

We now want to connect the simulation we performed earlier to the message that germs are everywhere are spread easily.

- Ask the teachers to ask their students: “What would happen if the volunteers that ran around the class touching everything had not washed their hands after using the toilet?” Ask the teachers what they think their students would answer. Wait for the teachers to say that the dirt and poo would have spread to everything they touched like the chalk patches left around the classroom.
- Ask the teachers to ask their students to repeat the list of things that has an imprint.

Finally ask the students: Are you happy to share your classroom with dirt and germs? Should we get rid of the germs? How important is it to get rid germs?

Discussion:

Remind the teachers that they should a discussion about what the students learnt in each chapter and ask if they have any questions. Ask students how they feel about the pervasiveness of the germs. Ask the students if they have any ideas about how to get rid of the germs, which will lead to our next chapter which is the introduction to the importance of soap.

Chapter 2: Introduction to the Concept of Germs

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| Objective | Introduce the concept of germs |
| Time | 5 minutes |
| Apparatus/Props | Pictures provided at the end of the manual |

Activity

Encourage the teachers to participate in the activity as if they were the students.

- Show them a picture of a clean hand Fig 2.1 (image can be found at the end of the manual). Ask them: Do you think this hand is clean? Ask the teachers what they think their students will say. Wait for the teachers to say that their students will say that this hand is clean.
- Now tell the students that they (the teachers) will now show them a close up or magnified version of the same hand Fig 2.2. Ask them: Do you think this hand is clean? Ask the teachers what they think their students will say. Wait for the teachers to say that their students will say that the hand is not clean.

Now tell the teachers that this is their chance to explain the students what germs are and why they are invisible. Ask them to use the following explanation for the students:

- Our bodies are pretty amazing. They work hard day after day to turn food into energy, pump blood throughout the body, and much more. But there is a group of tiny invaders that can make our bodies sick- they are called germs. Germs are so small and sneaky that they creep into our bodies without being noticed. As we saw in the pictures, germs are so tiny that we cannot see them with just our eyes.
- We wouldn't know that germs have gotten into our bodies until we get sick-that's when we know that we've been attacked by them! Some germs give us diarrhea or loose motion, which is hard to control. Diarrhea makes you weak, makes it hard to run fast, and stops you from growing up strong and healthy.

Now ask the teachers to ask the students how they feel when they are sick. Ask the teachers how they think the students will respond. Ask the teachers to allow their students to act it out and get theatrical. This will help them create a mental picture of what we are helping them fight. Show them Fig 2.3 and ask them to show it to their students to if we look at our dirty hands under the microscope, this is what they would look at.

Discussion:

If students are interested and comfortable ask them how these germs get out of the body. They should point out that germs ride out in poop. This will set up the importance of washing hands after leaving the latrine and before eating.

Chapter 3: Simulation- Chalk Germ Game

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| Objective | Introduce how easily germs spread |
| Time | 15 minutes |
| Apparatus/Props | <ul style="list-style-type: none">• Oil• Chalk dust/sand/dirt/glitter• plastic bottle/any other object that we can rub chalk on• sink, soap, water or larger bucket, and soapy bottle |

Activity

Tell the teachers that we are going to play a game that the students will be playing that will showcase how easily germs spread. Explain to the teachers that playing this simulation will help them put themselves in the shoes of the students and that they will be able to explain the game better once they have played it themselves. Ask the teachers to follow your instructions like they were the students:

- Ask them to take a bottle or object and rub oil on bottom half.
- Roll the bottle in chalk dust (or any dirt) so that the oiled portion is mixed with chalk.
- Pass the same bottle/object around so that each teacher rubs their hand on it and gets oil mixed with chalk on their hands. You can make them play the game passing the parcel, and suggest that the teachers can improvise the game themselves (like a relay race).
- After getting the oil mixed with chalk dust on the teachers' hands, you should tell the teachers that the students should have noticed it spreading very easily to anything they touched, such as the helper's hand. If they accidentally touched their mouth, nose, or anything else while doing this activity, they may have found dust getting left behind near these areas.
- Ask the teachers to tell their students that germs travel the same way and can easily enter their bodies if they touched food with dirty hands.

Now ask the teachers to wash their hands with just water. Show them that some dirt might have come off, but most of it stayed on their hands. Now ask them to wash their hands with soap and water. Show them that all dirt came off. Ask the teachers to do the same with their students.

Discussion:

Ask the teachers that if they were asking the questions, what would they want the target answer to be and wait until you get the target answer mentioned below.

The oil with chalk is acting the same way that the germs do: there are a lot of them, they spread around easily and it can be tough to get them off. But what is the difference between the two?

Target answer: That the first one is visible and the second is not.

Germs are so small you can't see them without a microscope, but glitter is large enough for you to see it. Will you eat food with glitter on your hands?

Target answer: No

Okay, will you eat food with germs on your hands? Allowing them to go into your mouth with the food?

Target answer: No

What is the only way to get glitter or germs off of your hands?

Target answer: Washing hands with soap

Ask the teachers to comment: So the next time you eat, remember to wash your hands. If not, you'll even up eating glitter or even worse, eat the germs on your hand.

Now for a minute think that you do not have glitter on your hands, but rather you have poop sticking on to your hands. Will you still eat food? Will you swallow the poop?

Target answer: No.

Ask the teachers to allow for the disgust to settle in.

If you use the bathroom, you will have germs from poop sticking on your hands. Can you see them? Will they be visible?

Target answer: No

So the next time you use the bathroom to poop, remember that you will have tiny invisible pieces of poop on your hands. What is the only way to remove them?

Target answer: Wash hands with soap

Chapter 4: Proper Hand washing

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| Objective | Demonstrate proper hand washing technique |
| Time | 5 minutes |
| Apparatus/Props | <ul style="list-style-type: none">• Soap and Water or soapy bottle• Tub for rinsing hands with water |

Activity

Ask the teachers to go over the 6 steps of proper hand washing:

- 1 Wet hands
- 2 Apply Soap
- 3 Rub hands together between fingers for 20 seconds
- 4 Don't forget your fingernails
- 5 Rinse away all soap
- 6 Dry your hands on something that is clean

Now ask the teachers the following question and ask them what the target answer should be:

Why do we wash hands?

Target Answer: Because washing hands not only removes visible dirt, but also germs that are not visible to the bare eye.

Using the sink area or bucket with water, rinse your hands *with just water*, and as you dry them, ask the teacher to ask the following questions to their students. Ask them what their students will say and what they think the target answer should be.

Question: Did I remove the germs from my hands?

Target answer: No, you didn't use soap.

Question: Why is soap important?

Target answer: Because soap removes invisible germs and cuts your risk of getting diarrhea in half.

Now, quickly (~10 seconds) wash your hands with soap. Ask teachers to ask the following question as they dry their hands. Also ask them what they think their target answer should be.

Question: Did I remove all the germs from my hands?

Target answer: No, you washed them too fast.

Explanation and demonstration for students:

- Ask the teachers to ask their students how they wash their dirty clothes. When they describe it, ask why the clothes are rinsed and scrubbed. Most students will tell you that it is to remove dirt/stains. Now, make the correlation between dirt on hands and dirt on clothes. Explain to them that just like clothes, hands also have to be scrubbed to remove dirt even if you can't see it sometimes.
- Now explain to them that it is extremely important that they spend enough time to wash their hands. Suggest that one way of making sure that they take enough time is by singing a song like "Happy Birthday" that takes ~20 seconds while they wash their hands.
- The trainer should demonstrate proper hand washing technique (scrubbing all the surfaces and between fingers) while having the group of students sing "Happy Birthday".

Additional Activity for older grades:

After the demonstration, ask the teacher to wipe their hands with a dirty towel or article of clothing, then ask: "Are my hands clean now?"

Wait until the students reply: "No, you wiped them on a filthy towel that probably has lots of germs."

Have all students demonstrate proper hand washing and give them feedback.

Discussion:

Ask the teachers to discuss any questions students may have. Ask how they will use this activity to better wash their hands: how they will change their hand washing methods.

Chapter 5: Making a Soapy Water Bottle

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| Objective | Make a cheap soapy water bottle that students can take home |
| Time | 20 minutes |
| Apparatus/Props | <ul style="list-style-type: none">• 1 empty and clean plastic 1.5-liter water bottle for each student• 30g of detergent powder per child• A funnel for every few students (See appendix for making funnels)• Something to poke a hole in the lid of the plastic bottle |

Activity

Ask the teachers to participate in the activity with you. Poke hole in the lid of each plastic bottle. Ask them to follow your lead:

- Measure 30g of laundry soap- about two spoonful's.
- Use the funnel to put detergent in the bottle.
- Fill the bottle with water
- Cover the hole on top of the bottle and shake

Tell them that their students can use this soapy water to wash their hands!

Discussion

Ask teachers to ask the students: Where is a good place to leave the soapy bottle? Ask similar questions until they answer: Near the latrine or where we eat.

Explanation

Ask the teachers to ask their students to bring the soapy bottle home and tell their parents that the soapy bottle is perfect to leave by the latrine, that is is more economical to refill the bottle with detergent than to purchase soap, and that it works great.

If the teachers find that the students are enthusiastic, ask them to have their students make small soapy bottles for any parent who works away from home.

Ask the teachers to note that the students might start squirting the soapy water as a game, but have them know that the water is just for washing hands.

Ask the teachers to consider the following routines:

- Hand washing routines before eating
 - Identify a location between the classroom and where students eat lunch where a student can use the soapy bottle.
 - The “lead student” takes the soapy bottle to the location you identify
 - The other students line up
 - The lead student squirts a little soapy water on each student’s hands.
 - The students scrub their hands

- Hand washing routines after using the toilet
 - Students can bring the soapy bottle to the toilet and back to the classroom, or
 - When students return from the toilet, they come to the lead student to pick up the soapy bottle and wash hands.
 - If the soapy bottle will remain in the bathroom, you can leave a soapy bottle in the bathroom for students to use.

- Routines for refilling
 - If you store soap for refills in the classroom, keep the soap safe from water, spills, and theft
 - If water is scarce at school
 - You can ask a different student to fill the soapy bottle and rinse water bottle every few days.
 - Or refilling the water can be the job of the lead student in the class.

Chapter 6: Prime Minister Tenali Rama Write a Law

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| Objective | Reinforce that germs can travel on hands unless washed with soap |
| Time | 20 minutes |
| Apparatus/Props | A copy of “Prime Minister Tenali Rama Writes a Law” |

Encourage teachers to familiarize themselves with the characters and to ask the students lots of questions as they read the book because that will help the students stay on track and share understanding of any points some students might miss. With these questions, the teachers should reinforce the message that filth can be invisible and odorless but still be there unless washed. Older students with appropriate literacy skills can read books to younger students as well.

Activity

Ask the teachers to read the picture book to students. Ask one of the teachers to volunteer and read the book, if possible. Because this lesson is largely about health, even classes that teach in English should consider the book being read in both English and the local language. If the students are older, read the story in the local language or English, as appropriate.

Discussion/Suggested Questions and Target Answers:

Question: (After the pickle juice) Why did King Krishnadevaraya say he wanted to change the law, even if no filth can be seen?

What did Gunda Kumar’s magic invisible ink reach you?

Target Answer: The king realized that some things could not be seen or smelled, but were still real. He realized poop might remain as well!

Question: (In the kitchen) Why did the king look disgusted and ready to throw up after he saw little bits of yellow in the food the cook prepared?

Target Answer: If little dots of turmeric spice could get from the cook’s left hand to the bread, then little dots – too small to see – of poop could also get into the king’s food also.

Question: What could the cook have done to stop having yellow bits in the food he prepared?

Target Answer: Washed his hands with soap

Question: If something cannot be seen or smelled, can it still be there?

Target Answer: Yes, germs and invisible ink cannot be seen, but both are real.

Question: What is the main thing Krishnadevaraya learned?

Target Answer: Even when hands look clean, they can have germs or other filth on them.

Chapter 8: Household survey and Parental signature

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|------------------------|---|
| Objective | Students should be able to identify the correct hand washing steps in order |
| Time | 10 minutes |
| Apparatus/Props | 6 cards with the information below for each participant or group |

Cards

1. Wet hands
2. Apply soap
3. Rub hands together between fingers for 20 seconds
4. Don't forget your fingernails
5. Rinse away all soap
6. Dry your hands on something that is clean

Activity

Ask the teachers to lay each card face-up and have students place them in the correct order. The student or team who puts the 6 steps correctly and quickest wins the game.

Discussion

Suggest that the teachers should possibly ask the fastest group to explain their answer. Do all other groups agree?

Activity

Ask the teachers to appoint a “Class monitor” for this Hygiene Hero contest, who will keep track of everyone’s progress. Suggest that the teachers can ask the students to make the chart themselves and make a competition out of it to get the students excited.

The rules are as follows:

- Each day the class monitor checks off the class progress.
- The school monitor verifies at least one star chart task is completed per class each week.
- Any student failing to use a soapy bottle or carry out the routines causes their class to lose the check mark for that day.
- At the end of week 1 and the end of week 2, and then each consequent month:
 - Determine which class or classes have the highest scores to see which top-scoring class is this month’s “Hygiene Hero”.
 - The winning class receives a prize (ex. such as an extra 30 minutes of play time).

APPENDIX

Fig 1.1

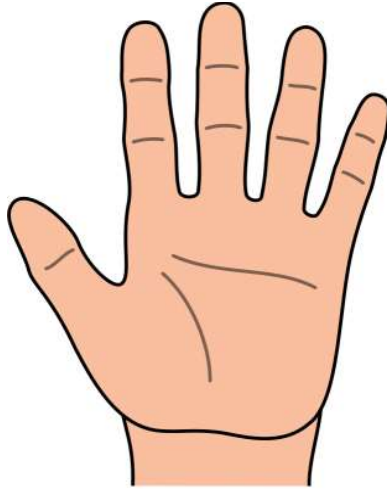


Fig 1.2

