

Unit 1: Hand washing

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1.1. What's in your Classroom?

Objective To explain that germs are everywhere around you.

Time 5 minutes

Ages All

Participants Any

What you need - Chalk dust/Chalk Powder/Chalk Pieces (Even broken ones will do (Yellow and/or Orange. Just White, if the colors are unavailable)

Preparation None

Activity

The activity begins with a discussion of what the average student comes into contact with everyday in the classroom. The teacher holds up both hands, palms facing the students and asks them to list what surfaces they interact with. Wait for a few answers like – the blackboard, my desk, my chair, my friends'. Write/Draw each suggestion on the Blackboard.

One or two enthusiastic volunteers are then called forward and their outstretched palms are covered with chalk dust or coloured in with chalk. They then run around the classroom and touch each of the items listed on the board for just a couple of seconds. The chalk dust from their hands leaves a small but visible imprint on each item. The students are then called forward again and made to list each item they touched for how long they touched it. The class is then asked to observe what imprints have been left on each of the items. Wait for them to scream 'chalk dust' or 'coloured dust'. Ask them whether these items are now clean – and prompt them until they scream a vehement 'No'. Ask them where the impurity comes from – wait until they tell you that it comes from the dusty palms.

Now ask them whether they sometimes have stomach bugs or are sometimes unwell. Lead into questions about diarrhea – 'Do you sometimes get loose motions? Is that something you have experienced?' Wait until they have admitted to this and then suggest that if everyone goes through such problems then it is possible that every week or every ten days there is atleast one person in a class of

40 that has diarrhea. In which case, that person would have to visit the toilet a lot.

Now ask them what happens if that person does not wash their hands and wait for the following suggestions:

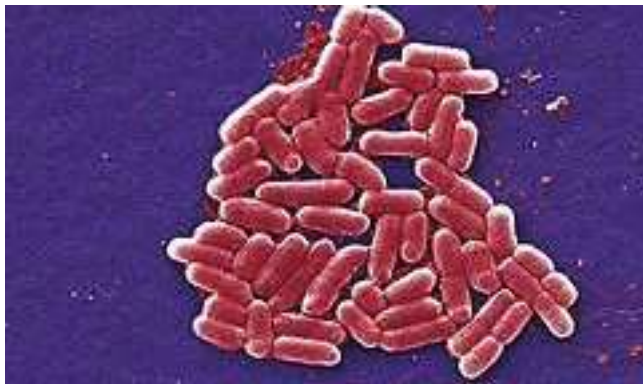
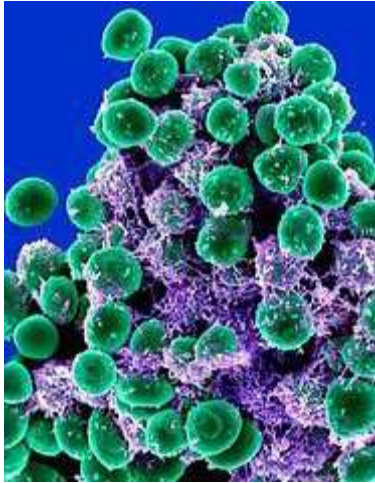
- Their hands are dirty/unclean
- Their hands may smell because they haven't cleaned them well enough
- The dirt might spread

Draw their attention back to the patches of chalk dust left around the classroom and ask them what would have happened if the volunteers that ran around had unclean hands from the toilet – wait for them to say that the dirt and poo would have spread to everything they touched. Ask them to list each item that has an imprint once more, and colour that in yellow/orange as they are calling out the names. Then ask them what such a classroom would be full of – and take in suggestions like 'germs', 'poop', 'dirt', etc.

Now ask them how they feel about this: 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 of the germs?

- Discussion**
- Discuss any questions students may have.
 - Ask students how they feel about the pervasiveness of germs. Lead into the next activity by discussing what they wish to do about it. Use the answers generated as the introduction to the importance of soap.

1.2. Introduction



Objective

Introduce the concept of germs

Time

5 minutes

Ages	All
Participants	Any
What you need	Pictures of germs
Preparation	Print or display photos from above on a screen.
Activity	<p><i>Note: The kids usually tend to understand that germs are invisible. However, they seem to identify visible dirt as the single largest cause that makes them fall ill. Very often, they do not seem to think of their daily activities- where they touch contaminated surfaces- as something that facilitates the spread of germs. The initial talk needs to focus on dispelling that misconception.</i></p> <p>Explain to students:</p> <ul style="list-style-type: none"> - Our bodies are pretty amazing. Day after day, they work hard — turn food into energy, pumping blood, 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. - Germs are so small, you can not see them with just your eye - When they get in our bodies, we don't know what hit us until we get sick – then we know we've been attacked! - Some germs give us diarrhea – that is, loose motion, which is hard to control <ul style="list-style-type: none"> · Diarrhea makes you weak, makes it hard to run fast, and stops you from growing up strong and healthy · Ask children how they feel when they are ill. Allow them to

dramatize and get theatrical. This will help them create a mental picture of what we are helping them fight.

Discussion

If the students are interested and do not find it too grotesque, ask them how the germs get out of a body. They should point out germs ride out in poop. This lesson sets up the importance of washing hands after leaving the latrine and before eating.

1.3. Simulation: Chalk Germ Game

Objective Students will transfer chalk from one to another. This exercise illustrates how easily germs spread; that friends can accidentally spread germs and that you need soap and water to stop germs.

Time - 15 minutes

Ages All

Participants Any

What you need

- Oil
- Chalk dust (or sand/dirt)
- Plastic bottle or any object that we can rub chalk on
- Sink, soap, and water or large bucket and soapy bottle

Preparation Have materials ready

Activity Explain to students

- 1 Take a bottle or object and rub oil on bottom half
- 2 Roll the bottle in chalk dust so that the oiled portion is mixed with chalk
- 3 Pass around the bottle/object covered in chalk so that each student rubs their hand on it and gets oil mixed with chalk on their hands.
- 4 After getting the oil mixed with chalk dust on your hands, you should have noticed it spreading very easily to anything you touched, such as your helper's hand. If you accidentally touched your mouth, nose or eyes while doing this activity, you may have found dust getting left behind near these areas. Germs travel the same way and can easily enter your body if you touch food with dirty hands.
- 5 Now try and wash off the oil mixed with chalk dust using just water.

When you tried to use just water, some of it probably came off, but most of it stayed on your hands.

- 6 Now wash hands with soap and water. Everything should come off!

Discussion Convey the following message in an interactive manner by asking children simple questions:

Ask: "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?"

Ask: "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?"

Answer: "Nope!"

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

Answer: "Nope!"

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

Answer: "Washing with soap!"

Comment: "So the next time you eat, remember to wash your hands. If not, you'll eat up glitter or even worse, you'll ingest germs."

Ask: "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?"

Answer: "No." Allow for disgust to settle in.

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

Answer: "No!"

Ask: "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?"

Answer: "Wash hands with soap!"

1.4 Demonstration: Proper Hand washing



Objective Teach proper hand washing

Time 5 minutes

Ages All

Participants Any

What you need

- Soap and water or soapy bottle
- Tub to catch rinse water

Preparation None

Activity Go over 6 steps for 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.

Ask: "Why do we wash hands?"

Continue to ask questions until students reply: "Washing hands not only removes visible dirt, but also germs that are not visible to the bare eye."

Using the sink area or a bucket with water, rinse your hands and as you dry them, ask students: "Did I remove the germs from my hands?"

Continue to ask questions until students reply: "No, you didn't use soap."

Ask "Why is soap important?"

Soap removes invisible germs and cuts your risk of getting diarrhea in half!

Quickly wash your hands with soap

As you dry your hands, ask students: "Did I remove all the germs from my hands?"

Continue to ask questions until students reply: "No, you washed them too fast."

Now ask the kids how they wash dirty clothes. When they describe it, ask them why the clothes are rinsed and scrubbed. Most kids should be able to tell you that it is to remove dirt. Make the correlation between dirt on hands and dirt on clothes. Tell the kids that just like clothes, hands also have to be scrubbed to remove dirt.

Explain: The amount of time you take to wash your hands is as important as the soap and water. One good way of making sure you take enough time to wash your hands is by singing a song such as "Happy Birthday" that takes 20 seconds or so while you wash.

Demonstrate proper hand washing (scrubbing all the surfaces and between your fingers) and have the group sing "Happy Birthday" while you do it.

Older grades: Wipe your hands on a dirty towel or article of clothing.

Ask students: "Are my hands now clean?"

Continue to ask questions until students reply: "No, you wiped them on a filthy towel that probably has lots of germs."

Have all students demonstrate proper hand washing. Have them give polite feedback to each other.

Discussion -Discuss any questions students may have.
-Ask students how they will use this activity to better wash their hands.

1.5. Making a Soapy Water Bottle

Objective Make a low-cost soapy water bottle that students can take home and leave near the family latrine.

Time 20 minutes

Ages Any

Participants Any

What you need

- One empty and clean plastic 1.5-liter water bottle for each child.
- 30 g of detergent powder per child [about 1.5 kg. for 40 students]



- A funnel for every few students. (You can make a few funnels of paper beforehand. See appendix to this activity).
- Something that will poke a hole in the lid of the plastic bottle.

Preparation Have materials ready.

Activity Poke a hole in the lid of each plastic bottle.

Have each student:

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

Explain: You have now made soapy water good for washing hands!

Discussion Ask students: “Where is a good place to leave the soapy bottle?”

Continue to ask questions until students reply: “Near the latrine or where we eat.”

Explain: Please bring the soapy bottle home and tell your parents
- This soapy bottle is perfect to leave by the latrine.

It is more economical to refill the bottle with detergent than to purchase soap and it works great.

If students are enthusiastic, another day you can have them make small soapy bottles for any parent who works away from home. That way, their parent can always have supplies to stay clean and healthy!

Notes Warning: Some students may start to squirt the soapy water as a game. Have students agree the water is just for washing hands.



Routines

Handwashing 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 hands

Handwashing 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 from 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 each few days.
 - Or refilling the water can be the job of the lead student in your class.

1.6. Story: Prime Minister Tenali Rama Writes a Law

Objective Reinforce that germs can travel on hands unless washed with soap

Time 20 minutes

Ages 5-10

Participants Any

What you need One copy of picture book: *Prime Minister Tenali Rama Writes a Law*

- Preparation**
- Read the book enough to familiarize yourself with the characters.
 - Make sure to ask the students lots of questions as you read.
 - Questions will help them stay on track and share understanding of any points some students miss
 - Questions will reinforce the health messages as they discover and share that filth can be invisible and odor-less, but still there (unless you wash hands with soap).
 - Older students with appropriate literacy skills can read books to younger students.

Activity Read picture book to students

Option: Because this lesson is largely about health, even classes that teach in English should consider teachers reading in both the local language and English.

For older students: Read the story in the local language or in English, as appropriate.

Discussion Ask students as you read.

After the pickle juice, “Why did King Krishnadaevarya say he wanted to change the law, even if no filth can be seen?”

Ask: “What did Gunda Kumar’s magic invisible ink reach you?”

Continue to ask questions until students reply: “The king realized that some things could not be seen or smelled, but were still real. He

realized poop might remain as well!”

In the kitchen. Ask, “Why did the king look disgusted and ready to throw up after he saw little bits of yellow in the food the cook prepared?”

Continue to ask questions until students reply: “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.”

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

Continue to ask questions until students reply: “Washed hands with soap.”

Ask: “If something cannot be seen or smelled, can it still be there?”

Continue to ask questions until students reply: “ Yes, Germs and invisible ink cannot be seen, but both are real.”

Ask: “What is the main thing Krishnadevaraya learned?”

Continue to ask questions until students reply: “Even when hands look clean, they can have germs or other filth on them.”

1.7. Household survey and parental signature

Objective Students bring a brief assessment home to spark a discussion of hand washing practices with their parents and family

Time 10 minutes

Ages Literate students (or parents)

Participants Any

What you need Short assessment (have students copy, and record answers at home)

Dear parent:

1.8. Quiz Game: Place the Steps in Order

Objective Students should be able to identify the correct hand washing steps in order.

Time 10 minutes

Ages Ages 5 to 10

Participants 1 to 20, divided into groups of 1-4 students

What you need 10 cards (small pieces of paper) for each participant or group

Preparation Write a step on each card.

- 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 Lay each card face-up and have students place them in the correct order. The student who puts the 6 steps in order the quickest wins the game.

Discussion Ask the fastest group to explain their answer. Do all other groups agree?

Activity

To use the star chart :

- 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)

1.10 Optional Outdoor Game: Germ tag & Hand washing

Objective See how germs spread and that soap can stop them.

Time 20 minutes

Ages 5-14

Participants Any

What you need

- 4-40 students
- A marked area with enough room for students to run around
- A few tokens of two types, one to mark who is a Germ and one to mark who is a Soap

Preparation

- Make a playing area
- Mark a small area as the Sink or Hand washing Station

Activity **Round 1:** Split the students into two groups: about 10% "Germs", the rest "Hands".

Explain:

- "Hands" run with their hands in front of them.
- "Germs" chase "Hands".
- When a "Germ" tags any part of a "Hand" player, the "Germ" and "Hand" hold hands and continue to chase other "Hands".
 - When they tag more "Hands", they make a longer chain.
 - The round is over when all the "Hands" are tagged.

Round 2: Split the students into three groups: about 10% "Germs", 5% "Soap", and the rest are "Hands".

Explain:

- Soap players carry soap (or tokens representing soap) with them to show their status.
- As before, "Germs" chase "Hands" and make chains.
- Now a "Soap" can tag any part of a chain of a "Germ" and one or more "Hands".
- Then the soap plus chain comes to the Hand washing Station. Each Hand acts out washing hands for 20 seconds.

When each "Hand" is done, it can run away from the "Germ"

When the "Hands" have left, the "Soap" must count 5 seconds and then can start chasing "Hands" again.

If the “Hand” does not wash for 20 seconds, the “Germ” can call the “Hand” back and the “Hand” remains stuck to (holding hands with) the “Germ” as the “Germ” chain chases more “Hands”.

The round ends when all “Hands” are tagged or when it is clear that this round lasts longer than Round 1.

Discussion Discuss Round 1:

Ask students: “What happened?”

Continue to ask questions until students reply: “A few Germs can quickly infect a large group.”

When one person has germs on his or her hands, they can get germs all over.

Ask students: “How did Hands feel as they got surrounded?”

Continue to ask questions until students reply: “Hands felt like Germs were everywhere and no way to get away from Germs.”

Discuss Round 2:

Ask students: “What happened. How is Round 2 different than Round 1?”

Continue to ask questions until students reply: “Soap slows down how fast germs spread.”

Ask students: “Was this round faster or slower than last round?”

Continue to ask questions until students reply: “Slower. Now, a few germs do not spread and infect everyone.”

Ask students: “What happens if people do not wash well enough to get rid of germs?”

Continue to ask questions until students reply: “If people do not wash well, the germs can still chase a lot.”