

Chapter 1: Handwashing

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Teaching objectives

- **Learning:** If you do not wash your hands with soap, you will carry both serious diseases and disgusting poop, and spread them to your neighbors.
- **Behavior:** Students will make and use a soapy bottle to wash their hands with soap. Students encourage others to follow this safe practice.

Background: Diarrhea from unwashed hands causes hundreds of thousands of deaths a year. It also causes tens of millions of illnesses that prevent children from not only growing, but also learning in school. Children who are frequently ill are harder to teach and often disruptive in the classroom. Most teacher absences are also due to illnesses – many of which are picked up from students.

Handwashing with soap can reduce all of these problems.

Reminder: You are the example.

Always wash with soap before eating and after leaving the latrine, both at home and at school.

Note: Feel free to print and post the following page

WE WILL NOT LET GERMS IN OUR CLASS!

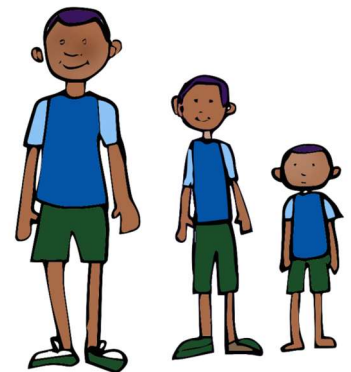
- ✓ Wash hands with soap
 - After leaving the latrine
 - Before eating



- ✓ Always remember to use soap!
 - Washing hands without soap is like not washing your hands at all



- ✓ Track success on the class star chart
- ✓ Share these lessons with friends and family
 - One person washing hands is not enough—everyone needs to!



Day 1

1. Glitter Game

Objective Students will transfer kesari powder (food colour) 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 5 minutes

What you need

- Oil
- Kesari powder (food colour) (or chalk dust, glitter, sand/dirt)
- Plastic bottle or any object that we can rub kesari powder (food colour) 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*
6. Now wash hands with soap and water. Everything should come off!

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

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

Ask: "The oil with kesari powder (food colour) is acting the same way that the germs act on our skin: there are a lot of germs that spread easily and can be tough to get off. But what is the difference between the kesari powder (food colour) and germs?"

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 your food with disgusting oil and kesari powder (food colour) on your hands?~~"

Answer: "Nope!"

Ask: ~~“Okay, will you eat food with germs on your hands, letting them to go into your mouth with your food?”~~

Answer: ~~“Nope!”~~

Ask: ~~“What is the only way to get kesari powder (food colour) 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 or even worse, you’ll eat germs.”~~

Ask: “Now for a minute think that you do not have kesari powder (food colour) 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: “When you use the bathroom, you will have germs from poop sticking on your hands. Can you see them? Will you be able to see them?”

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!”

2. What's in my classroom?

Objective: Students feel a deep sense of disgust and fear that their classroom is covered with poop and germs. Go through these questions slowly and give students time to *feel* the presence of poop and germs.

Ask these questions, and give students time to give complete answers:

- In a typical classroom, each week, about one student has loose motion. Did that student wash their hands with soap after using the toilet at school?
 - Wait for them to explain there was no soap.
- So when those students come back to class after using the toilet, what is on their hands?
 - Wait for them to explain “poop and germs” even if they rinsed their hands with water.
- What do students touch in the classroom?
 - Make sure they mention many surfaces, including each other.
- What is in our classroom?
 - If they do not mention it, explain that poop is full of germs that cause serious diseases.
- How do you feel about that?
 - Wait for them to express disgust at poop and fear of germs.
- How does a classroom filled with poop and germs affect you and your family?
- Did you know that germs spread by unwashed hands cause most diseases around here?
 - Diarrhea from unwashed hands causes tens of millions of illnesses each year.
 - It causes hundreds of thousands of deaths, mostly of young children.
 - Children do not grow as tall.
 - Children learn less in school.
- What can prevent these problems?

3. Soapy Bottle Routines at School

Students can only wash hands if they have soap and water. The soapy bottle, perhaps with a second bottle for rinse water, can provide these essential ingredients at far lower costs than providing bars of soap. A 1.5 liter soapy bottle with 15ml liquid soap should last 2-3 weeks for a class of 30 students, when used 2-3 times per student per day. Soap bars cut into smaller pieces can be used if liquid soap is not available.

The soapy bottle is most useful if you establish routines for students to wash hands before eating and after using the toilet. This section lists some examples of routines. Feel free to create your own.

Handwashing routines before eating

- Identify a location where a student can use the soapy bottle—between the classroom and where students eat lunch. For some classrooms, this spot may be right outside the classroom door.
- Designate a “lead student” or “hygiene hero”
 - You can have students earn the right to be the lead student for a period of time.
 - Being lead student can be an assignment that lasts for a while (such as a semester or year) or all students can take turns being the lead student.
- When the lunch or snack period starts (for example, when the lunch bell rings):
 - The “lead student” takes the soapy bottle to the location you identify
 - The other students line up in front of the designated location
 - The lead student squirts a little soapy water on each student’s hands.
 - The students scrub hands with the soapy water.
- Rinsing
 - If a faucet or pump provides running water:
 - Students go to the faucet or pump to rinse.
 - If no running water is available for rinsing:
 - Give each “lead student” a second squirt bottle filled with water.
 - Once students’ hands are scrubbed with soapy water, the lead student then returns to the front of the line and squirts water for rinsing on each student’s hands.



Routines after using the toilet

- Work with students to establish routines to ensure students have access to soap and water after they use the toilet. For example:
 - 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 their hands.
 - If the soapy bottle will remain: you can leave a soapy bottle in the bathroom for students to use.

Routines for refilling

- If you store soap powder for refills in the classroom, keep the soap powder safe from water, spills and theft.
- If the head teacher stores soap for refills, work with the head teacher to keep the soap safe.
 - The head teacher may want the “lead student” from each class to refill the soapy bottle (perhaps at specific times).
 - Or perhaps a prefect or other school-wide “lead student” may refill bottles in many classrooms.
- If no budget exists for soap, you can ask a different student to bring in soap powder each week.
- 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 your class.
- Soapy bottles last a while, but do break, get dirty, and disappear. Thus, be prepared to replace the bottle occasionally.

Teachers ask students to plan for obstacles at school

- What will you do if there is no soapy bottle where it should be (such as your classroom or toilet)?

- Typical answer: Tell the teacher.
- What will you do if the soapy bottle is present, but it is empty?
 - Typical answer: Tell the teacher.
- And will you do if there is still no soap 2 days later?
 - Ask the teacher if you can go get more soap and water for the bottle.
- What should you do if you go to refill the soapy bottle and there is not soap for refills?
- What should you do if you go to refill the soapy bottle and the office or place soap is kept is locked?

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



4. Demonstration: Proper Hand washing

Objective Teach proper hand washing

Time 5 minutes

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. Explain that that, like clothes, you have to scrub hands to remove dirt and germs.

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.

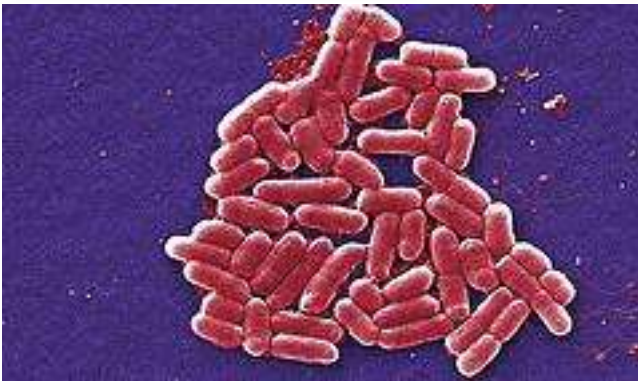
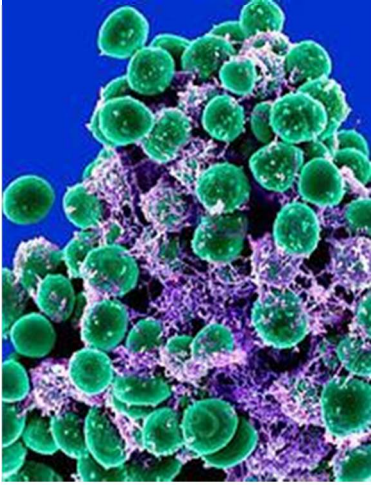
Ask students: “Are my hands now clean?”

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.

5. What is a Germ?



Objective Introduce the concept of germs

Time 5 minutes

What you need Pictures of germs

Preparation Print or display photos from above on a screen.

Activity

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.

Explain to students:

- Our bodies are pretty amazing. Day after day, they work hard — 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.
- Germs are so small, you can not see them with just your eye
- When they get into 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
 - 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.

6. Class Star Charts

Objective Students should monitor and track continued use of the soapy bottles.

Time 5 minutes to explain, used for 6 months

What you need A poster or part of chalk board to make you chart on, a class monitor

Classroom monitor (student level):

		When I Wash My Hands:									
		Monday before Lunch	Monday after Toilet	Tuesday before Lunch	Tuesday after Toilet	Wednesday before lunch	Wednesday after Toilet	Thursday before Lunch	Thursday after Toilet	Friday before lunch	Friday after toilet
	Student Names:										
	Nandini	★	✘	★	✘	★	★	★	★	★	★
	Arya										
	Padma										
	Ankitha										

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.

7. Gerry the Germ Class Participation Story

Preparation: You can print the illustrations (below) or you or your students can draw images like:



You can also hold up a bar of soap or a soapy bottle, instead of a picture.

Before you begin select a few students to hold up the posters at the end of the story in front of the class.

Activity

Explain: When I say the word on one of the posters, do the motion indicated on the poster: “Soap” they rub hands, “Happy” face they smile, “Sad” face they

frown, “Food” they rub their tummies, and for “Gerry the Germ” they make a mean face and claw hands!

Read the story below to the class.

I am **Gerry the Germ**, the meanest germ in the world.

I am always **happy** because I get in everyone’s tummy and make them sick and **sad**.

But I can never make one family get sick. The mommy reminds the three children to **wash hands with soap** before they eat. The daddy reminds them to **wash hands with soap** after they use the toilet. That family makes me **sad**!

But now the children go to school: Chandra, Bharat, and their little sister Avantika.

Chandra was easy. I was already in the tummy of the boy sitting next to him. That boy was sick and **sad**. When that boy went to the toilet, he did not **wash hands with soap**. He couldn’t. There was no soap!

When he came back to the classroom he touched the doorknob. And a tiny bit of poop stuck to it – with me! Then he touched the desk. Again, poop stuck, and so did I, **Gerry the Germ**!

When Chandra also touched the desk, I stuck to his hand. When he went to eat lunch, he was also eating a tiny bit of poo – and me! He was soon sick and **sad**. But I, **Gerry the Germ**, was **happy**!

Bharat, the next brother, knew he had to be careful. When he went to the toilet, he **washed his hands with soap**. But he was hungry before ate lunch, so he just rinsed with water. He forgot poop was sticky! He enjoyed eating his food, but he ate some poop as well. And with the poop came me, **Gerry the Germ**!

Like his brother, Bharat was soon sick and **sad**. And I, **Gerry the Germ**, was **happy**!

Now only their little sister was left.

But Avantika was mean to me! She always **washed hands with soap** after she visited the toilet. She always **washed hands with soap** before she ate. I could not make her sick.

For the first time, I, **Gerry the Germ**, was very **sad**.

And that little girl Avantika? Avantika was very, very **happy**!



Gerry the Germ

(Evil laugh)



**Wash hands
with soap
(rub hands)**



Sad
(Sad sigh)



Happy

(Laugh)

Lesson 2

1. Tenali Rama Gets in Trouble

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.
- Think about an amusing voice for the roly-poly chief servant and for the giant general.
- 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 kesari powder (food colour) 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.”

2. Soapy Bottle for home

Objective: Make a low-cost soapy water bottle that students can take home and leave near the family latrine, as well as use at school.

Time: 20 minutes

What you need

- One empty and clean plastic 1.5 litre water bottle for each child.
- 15 ml of liquid soap per child (plus extra for spillage)
 - That is, about 1.5 l. for 40 students per soapy bottle
 - If liquid soap is not available, soap powder can be used also (1/2 sachet per bottle).
- A funnel for every few students (if soap powder is used instead of liquid soap).
 - You can make a few funnels of paper beforehand. See Appendix.
- Something that will poke a hole in the lid of the plastic bottle.

Preparation

- You can make a few funnels of paper beforehand (if soap powder is used instead of liquid soap). See Appendix.

Activity

- Poke a hole in the lid of each plastic bottle.
- Have each student:
 - Measure 15 ml of liquid soap (5ml syrup measuring cups can be used also. Most homes will have this) and empty them into the soapy bottle OR
 - Measure 30 g of laundry soap – about two heaping spoonful. Use the funnel that is being passed around the class to put the soap in the bottle.
 - Fill the bottle mostly with water.
 - Cover the hole on top of the bottle and shake

Explain:

- You have now made soapy water good for washing hands!

Ask

- Where is a good place to leave the soapy bottle?
- Students should 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 much cheaper to refill the bottle with two big spoonfuls of detergent than to purchase a bar of soap, and it works great.
 - After you use the soapy bottle, you can tell your hands are clean because they feel a little slippery.

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





Chennai, Sarada August 2015

Alternative letter home #1



Dear Parents,

As you know, it is important to wash hands with soap before eating and after using the toilet. Hands that only rinse with water still carry number two and germs.

Please put an X for each day when your child uses the soapy bottle or other soap at the marked time: before eating or after using the toilet. Please send this filled-out sheet back to the anganwadi next week.

Thank you,

Anganwadi center teachers

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Before eating 							
After toilet 							



4. Classroom Star Chart

Each class will establish routines for tracking use of the soapy bottle.

- For week 1 the school-wide scoresheet might record whether each class has a soapy bottle filled with soap and water.
- For week 2, a successful class has to have a soapy bottle and also a class scoresheet they fill out each day.

When I Wash My Hands:

	Monday before Lunch	Monday after Toilet	Tuesday before Lunch	Tuesday after Toilet	Wednesday before lunch	Wednesday after Toilet	Thursday before Lunch	Thursday after Toilet	Friday before lunch	Friday after toilet
 My Classroom										
Week 1										
Week 2										
Week 3										
Week 4										
Week 5										

Sample school scoresheet

Week	1	2	3	4...
Class:	Has a soapy bottle	Has a class score sheet	%soapy usage	%soapy usage
1				
2				
3				
4				
...				

At the end of week 3, 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"

Day 3

1. Gerry the Germ Goes to School-Comic Book

2. Letter Home #2

Objective Students bring a brief assessment home to spark a discussion of hand washing practices with their parents and family. Recall that these letters home are important to help students teach their families. It is less important if parents are not accurate.

Time 10 minutes

What you need Write this letter (or have students write this letter) on the board. Or make photocopies.

Dear parent:

We would like your child to circle an answer to each question.

My child has taught another family member to use the soapy bottle each time they use the toilet and before they eat. My child explained it is important to wash with soap so you do not spread filth and germs

YES

NO

Please ensure your child is very honest in their answers so that the school can provide each child the level of support they need.

Parent's signature or mark _____

Room number <<fill in room number>>

Preparation None

Activity

Distribute copies or have students copy from the board.

Students should bring the letter home, discuss it with their family, and then return it signed.

If possible: Explain to parents the benefits of completing the form. This explanation could be at a group or individual meeting with parents.

Record the number of returned letters on the class star chart.

3. Handwashing Posters

Objectives: Students create posters that reinforce messages about handwashing with soap

Time: 40 minutes

What you need

- Paper and colorful pens
- Optionally: glue to add depth to the poster
- Optionally: Magazines so students can cut out images.

Activity

Explain:

- *Please design posters about handwashing with soap for display around the school or community.*
- *You should combine words and pictures to share their message. For example, a picture of a family that says, "We do not bring poop into our household!"*
- *Be creative and think of all the good things about the healthy behaviors.*

- For students who cannot write: *I will write the short message on your poster that you tell to me.*
- For students learning to write: *I will write the short message on paper that you tell to me. You can then copy the message onto your poster.*

If you have glue, students can also be creative about how to give the poster some depth. For example, pictures cut from newspapers and magazines, recycled packaging, cellophane, and food wrappers can all add depth.

Options: Students can illustrate one of the stories they have read or one of the skits the class made.

Resources: Images of germs

Images of germs, if you want to draw germs:

- Rotavirus (causes diarrhea) http://viralzone.expasy.org/all_by_species/107.html
- Measles [http://www.iavireport.org/Back-Issues/Pages/IAVI-Report-15\(3\)-AVaccinesLittleHelper.aspx](http://www.iavireport.org/Back-Issues/Pages/IAVI-Report-15(3)-AVaccinesLittleHelper.aspx)
- Cold and flu viruses <http://studenthealth.ucsf.edu/cold>

Options:

- Posters can be put up in the class, the school, or around the community
- An art contest can span the class, the school, or multiple schools

Certificates can be provided to students to motivate good habits.

Sample:



FOR HM, not teachers: Refill Procedures + Log

Post a “Refill log” near the soap refill station

We could ask BRTes to post a one-page log near the soap refill station. BRTes would post a new log each month, retaining the old one.

This log makes it easy for HMs and BRTes to remind teachers who have forgotten to use the soapy bottle.

It may also make it easier for BRTes to detect weeks when the school had no soap refills.

While it is easy for a teacher to game this recording system, it is also easy just to refill the soapy bottle.

Design 1: One line per class

The log could have one line for each class.

Please write the date you refilled the soapy bottle on the line for your classroom. Put the date and the letter “N” on days where you tried to refill, but no soap was present.

Room							
1	19.4	26.4	5.5				
2	19.4	27.4	5.1				
3	19.4						
4							
5							
6							

Design 2: Calendar

Or it could be a calendar page, and each class records any date of refill.

April

Each time you refill your soapy bottle, please write your room number in the box for that date. Put the date and the letter “N” on days where you tried to refill, but no soap was present.

Mon	Tues	Wed.	Thurs.	Fri.	Sat.
	1 Room 8	2 Room 2, 11	3	4	5 Room 5
7	8	9 Room 5, 1	10	...	