Healthy Hygiene
Spirit Week 2017
A Kick Start to a Healthy Lifetime

Hand Hygiene Curriculum 6 Day Lesson Plans
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Day 1: Monday

Germs

Bead Color: Green

Lesson Objectives:
Students will be able to:
- Identify what a germ is
- Understand the link between germs and disease
- Identify areas where germs can be found
- Identify the different transmission methods of germs

Key Terms:
- Germ
- Microorganism
- Disease
- Healthy

Activity 1.1: Bread Experiment

Materials:
- 2 pieces of bread
- 2 plastic bags
- 1 sharpie
- 1 poster board
- Tape

Location: Classroom

Procedure:
- Explain purpose of experiment to students: To demonstrate the effect of unwashed versus washed hands
  o See supplemental materials p
- Pass around 1 piece of bread. Make sure all students touch the bread.
  o Place this piece of bread in a plastic bag and seal
- Ask all students wash their hands with soap
  o Emphasize they should be careful not to touch anything when returning to their seats
- Pass around a different piece of bread. Make sure all students touch the bread with their clean hands.
- Place this piece of bread in a different plastic bag and seal
- Tape the plastic bags with the bread in them onto a poster board next to each other
- Correctly label “dirty hands” and “clean hands” underneath the corresponding pieces of bread
- Display poster with bread in an area everyone can see
- Explain this experiment will be revisited throughout the week
- Ask students to fill out corresponding workbook page

**Activity 1.2: Germ Introduction Lecture**

**Materials:**
- Chalkboard
- Chalk
- Pre-printed pictures
  - Germs
  - Arrows
  - Sick Children
- Tape
- See supplemental materials

**Location: Classroom**

**Procedure:**
- Introduce vocabulary and lesson theme: Germs!
- Define germ: Tiny microorganisms that make us sick
  - Emphasize we can't see them but they are there
- Put pictures sequence on board
  - Happy face + Germ = Sad Face
  - Germs → Sick People
- Explain when germs get into our bodies it makes us sick
- Ask students for examples of disease
  - Emphasize all the disease they are saying are caused by germs
- Highlight diseases, such as diarrhea and related cholera, typhoid, stomach ulcers, and more, are caused by germs
Activity 1.3: Germ Scouting

Materials:
- Green circle stickers

Location: Classroom/School Grounds

Procedure:
- Distribute 10 stickers to each student
- Ask students to place the stickers on areas they think germs currently are
  - Direct them place stickers in the classroom
  - Walk around with students and direct them place stickers in other areas
    - EX: The Kitchen
  - Encourage the placement of stickers and place stickers yourself, if necessary
- When everyone is returned to the class, review where students placed their stickers
  - Acknowledge any patterns and/or differences
- Explain to students germs are actually everywhere!
  - Allude to the fact they have the power to fight these germs. (To be introduced later in the lesson)

Activity 1.4: Germ Transmission Lecture

Materials:
- Chalkboard
- Chalk
- Tape
- Pre-printed pictures
  - Germs
  - Arrows
  - Feces
  - Hands
  - Flies
  - Water (Fluids)
  - Food
  - Feet
  - Sick Children

Location: Classroom
Procedure:
- Ensure the picture sequence from Activity 1.2 is still on the board
- Ask students how they think germs are spread
  - We know germs make us sick when they get into our bodies...but how do they get into our bodies?
- Brainstorm with students
- Take out pictures of the main ways germs are spread
- Arrange pictures on board into a new sequence fitting in new pictures so they depict the different pathways germs can take to enter our body.
- Brainstorm with students other pathways germs are spread
  - Alter the picture sequence to reflect their thoughts
- Ask students to fill out corresponding workbook page

Activity 1.5: Day 1 In-Review Discussion

Materials: None

Location: Classroom

Procedure:
- Review concepts learned
  - Explicitly discuss lesson objectives and key vocabulary
- Ask students questions about the lessons. Distribute soap cents for correct answers
  - See supplemental materials for example questions
- Ask students to fill out corresponding workbook pages
- When students are done, discuss what they wrote on this page
  - Elaborate on discussion
- Ask students what the most effective way to prevent the spread of germs is
  - Answer: Proper handwashing! (Student who answers correctly gets 5 soap cents)
  - Tell students they will begin their study of handwashing hygiene the next day!
Activity 1.6: Memory Matching Game

Materials:
- Multiple copies of the matching game
  - See Supplemental Materials

Location: Classroom

Preparation:
- Make sure there is adequate copies of the game (will depend on amount of children)
  - NOTE: If you want them printed in color, make sure they are printed before arriving in country

Procedure:
- Explain to students each card has a picture related to germs and how they are spread. The goal is to pick up two cards with the same picture.
- Explain to students how to play the game
  - Mix around cards
  - Lay cards face down so you can only see the blank side
  - First person turns over two cards
    - If it’s a match— they keep them
    - If they don’t match— they turn them back over in the same spot
  - Next person goes and repeats process
  - Watch and remember where each card is
  - The game is over when every card has been successfully collected with its match
  - The winner is the person who has the most matches
- Demonstrate an example for the student
- Instruct students to get into groups of 2, 3, or 4
- Distribute each group a set of cards
- Encourage students to play as many rounds as they can in the time allotted!
- Walk around to make sure students understand

Optional Activity:
Read the book Bye Bye Germs to all student. (Bring from America). Discuss with students after.
Day 2: Tuesday

Proper Handwashing Technique & Soap: The How

Bead Color: Purple

Lesson Objectives:
Students will be able to:
- Demonstrate proper handwashing techniques
- Understand the importance of soap
- Think critically about how to approach barriers to handwashing
- Engage in group handwashing

Key Terms:
- Hygiene
- Soap
- Group handwashing
- Barriers

Activity 2.1: The Bread Experiment
Materials:
- Bread Experiment Poster

Location: Classroom

Preparation:
- Display Bread Experiment Poster for Students

Procedure:
- Display Bread Experiment Poster for Students
- Instruct students to observe the pieces of bread
- Allow students to come up to the poster and look at the bread closely
- Instruct students to turn to their corresponding workbook page
- Instruct students to record their observations about the two slices of bread
Activity 2.2: Glo Germs Facilitation

Materials:
- Glo Germ Kits
  - Glo Germ Lotion
  - Glo Germ Powder
  - UV Light
  - Cardboard box(s) with 2 cutouts for hands and 1 cutout for the light (optional to decorate)
- Soap
- Water
- Paper Towels
- Black markers
- Crayons

Location: Classroom

Preparation:
- Make/ decorate cardboard box(s) with holes

Procedure:
- Review lesson objectives from Day 1
  - Distribute soap cents as necessary
- Ask students to trace their hand onto the corresponding page in their workbook
- Have students line up and place a nickel size amount of Glo Germ Lotion onto their hands
- Instruct students to rub the lotion thoroughly onto both hands—making sure the lotion is rubbed in between their fingers and under their nails
- Wipe excess lotion off with paper towels
- Explain to students the lotion has pretend germs in it
- Allow each individual student to stick their hands in the holes of the cardboard box to view their hands under the UV light
- Instruct students to observe the areas of their hands that glow
- After every student has viewed their hands, lead students to the group handwashing station
- Instruct students to wash their hands the way they normally do. Emphasize they should not change the way they wash their hands in any way
- After washing their hands, allow each student to view their hands in the cardboard box under the UV light again
- Instruct students to take notice of the areas of their hands that are still glowing
- Instruct students to color in the areas of their traced hands in their workbook that are still glowing
- Compare pictures
- Point out patterns
- Emphasize how many "germs" still remained
- Emphasize visibly clean is not really clean!

- Discuss with students the best way to get rid of more germs is washing their hands better
- Explain to students today they will learn about the proper handwashing techniques!

**Activity 2.3: Technique Lecture**

**Materials:**
- Handwashing Technique Banner (Supplemental Materials)
- Background music (optional)
- Crayons

**Location:** Classroom

**Preparation:**
- Hang up banner
- Download tune to songs (optional)

**Procedure:**
- Introduce lesson theme
- Go through each step of proper handwashing using the banner
- When finished with each step, have students repeat steps out loud in a call and response pattern
- Repeat each step, but this time have students act out each step with their hands in the air
- Instruct students to look at the corresponding page in their workbook to see the steps in front of them
  - Instruct students to star the areas they think they can improve on
- Ask students how long do they think they should wash their hands?
  - Inform students they should wash their hands thoroughly for 20-30 seconds?
- Ask students how do you know you've been washing your hands for 20-30 seconds?
- Tell students they can sing songs!
  - Suggest they can sing the ABCs or Happy Birthday together to pass the time
    - NOTE: From Day 2 on start encouraging singing during group handwashing
- Teach students two handwashing songs to the tunes of "Twinkle Twinkle Little Star" and "Row Row Your Boat"
  - Instruct students to turn to the corresponding page in their workbooks to find the lyrics to sing along
Inform students of the song challenge. Explain challenge protocol (supplemental materials)
- Instruct students to complete the "Correct Handwashing Path" worksheet on the corresponding page in their workbooks

**Activity 2.4: Soap/Barrier Lecture:**

**Materials:**
- Photos
  - Picture of my hands washed without soap
  - Picture of my hands washed with soap
- Blank paper soap bars

**Location:** Classroom

**Procedure:**
- Discuss with students the importance of using soap
- Explain to students handwashing is not as effective at killing germs without soap
- Emphasize when students wash their hands they should always use soap to scrub all around their hands, in between their hands, and their nails
- Pass around photographs of my hands to display hands that were washed with soap versus hands that were not washed with soap
  - Instruct students to fill out corresponding workbook page
- Prompt student’s critical thinking by asking them why they think some people don’t wash their hands. Ask: Why do they think some people don’t use soap?
- Ask students to get into groups of 3 or 4 before they answer out loud
- Pass out a blank bar of soap drawing to each group
- Instruct students to write their answers down to the question: what stops people from washing their hands? In order words, why might someone not wash their hands?
- Give students 6-8 minutes to discuss and write down their answers
- Share an example you (the facilitator) did
- Ask for volunteers to share their answers
- Write on the board common answers. Include additional key barriers such as:
  - No time
  - No soap available
  - Person doesn’t think handwashing is important
  - No one else is washing their hands
- Brainstorm with students ways they can overcome these barriers
  - Write down solutions on the bars of soap students filled out
    - Later these barrier/solution visuals can be hung up for decoration!
- Construct students to complete “Overcoming Barriers!” Worksheet
Stress to students the importance of always thinking of creative solutions to problems

**Activity 2.5: Day 2 In-Review Discussion**

**Materials:**
- Handwashing Technique Banner Add-Ons

**Location:** Classroom

**Procedure:**
- Review concepts learned
  - Explicitly discuss lesson objectives and key vocabulary
- Read each of the handwashing steps again
- For some of the steps, additional details ("Add-Ons") will be added to the step based on what the students learned
  - EX: Scrub... *For 20-30 seconds*
- Read each of the Add-Ons (Supplemental Materials)
- Ask students which step they believe the Add-On belongs to
- If the student answers correctly, invite student to come Up and tape the Add-On to its corresponding step
  - Award soap cents to the students who answer correctly!
- Ask students additional questions about the lessons. Distribute soap cents for correct answers
  - See supplemental materials for example questions
- Ask students to fill out corresponding workbook pages
- When students are done, discuss what they wrote on this page
  - Elaborate on discussion
Activity 2.6: Make Your Own Soap!

Materials:
- Round Mini Soap Molds
- Vegetable Cooking Spray
- Pure Gelatin Soap
- Liquid Soap
- Mixing Bowl
- Star Beads

Location: Classroom (or outside common area)

Preparation:
- Melt gelatin into mixing bowl
  - NOTE: you will most likely have to do this over a cooking pit

Procedure:
- Stand in an area you are sure all students can see you. (All classes should be together)
- Explain to students they will be placing the bead in their own soap that we will make
- Spray soap molds with cooking spray
- Bring out mixing bowl with gelatin melted in it
- Drop in a few drops of liquid soap
- Stir mixture
- Fill 1/3 of each mold with the mixture
- Distribute a star bead to every student, while mold cools for 5 minutes
- Explain to students the star beads are special beads that hold a promise
- Have students hold up star bead and repeat "I promise to do my best to wash my hands with soap every day!"
- Instruct students to form a line
- Each student will place their star bead into their mold and then sit back down
- If there is enough mixture, pour more mixture into each mold over the bead
  - If there is not enough mixture, push each bead into the mixture
- Explain to students their soap needs to harden, but they will be able to take home their own soap the next day!
  - NOTE: Soap needs to harden for at least 2 hours
Day 3: Wednesday

Important Times to Wash Your Hands-The When

Bead Color: Red

Lesson Objectives:
Students will be able to:
- Identify the most essential times they should wash their hands
  - After using the toilet
  - Before eating
  - Before preparing food
  - After cleaning babies (Their bottom or bodies during a bath)
- Identify other times they should wash their hands

Key Terms:
- Soap
- Toilet
- Food
- Hygiene

Activity 3.1: The Bread Experiment
Materials:
- Bread Experiment Poster

Location: Classroom

Preparation:
- Display Bread Experiment Poster for Students

Procedure:
- Instruct students to observe the pieces of bread
- Allow students to come up to the poster and look at the bread closely
- Instruct students to turn to their corresponding workbook page
- Instruct students to record their observations about the two slices of bread
Activity 3.2: The "When" Lecture

Materials:
- Completed "When is it Important to Wash Our Hands?" Poster (Supplemental Materials)
- 2 posters with only titles
  - Title 1: "When is it Important to Wash Our Hands?"
  - Title 2: "When Do We Wash Our Hands?"
- Markers
- Crayons

Location: Classroom

Preparation:
- Divide the blank area of the Title 1 poster into 4 equal sections separated by light lines and label each section 1., 2., 3., and 4. (for each important time)
  - NOTE: The division is so students know what area to draw their pictures in, which is explained later in the lesson!
- Position completed "Important" poster in an area for all students to see
  - EX: Middle of chalkboard
- Position the two posters with only titles next it
- Make sure each of the items on the completed "Important" poster list is covered by separate pieces of loosely taped paper

Procedure:
- Review previous days' concepts
- Introduce the theme of today's lesson
- Explain to students there are 4 very important times they should wash their hands
- Explain to students the poster has the 4 important times listed and it will be hung up in an area for everyone to see
- Explain to the students the blank poster, with the same title, will be hung up in "baby" class because the younger children need additional reminders
- Inform students they will take part in making the poster for "baby class"
- Give students a hint for each time and see if they can guess the 4 times
  - EX: "Eating" → Before eating
  - EX: "Using the toilet" → After using the toilet
- As students identify each important time, remove the paper covering it
- As soon as the item on the list is identified, ask for a student volunteer to write the time into the blank section of the "Important" poster
- Provide students with more information about each time
  - EX: Before Preparing Food → We don't want germs from hands to end up in what we eat whether it be cooked, uncooked, wet, or dry food!
EX: After Using the Bathroom—ALWAYS after using the bathroom whether they urinate or defecate

- When all the important times are identified, inform students these are the most important times they should be washing their hands but there are other times
- Ask students what other times they think they should wash their hands
- Write down the 4 most important times on the "When Do We Wash Our Hands Poster"
- Write down any more appropriate times students respond onto the poster entitled "When Do We Wash Our Hands?". Be sure to include times such as:
  - After eating
  - After touching an animal
  - After blowing your nose, coughing, or sneezing into your hands
  - Before and after helping someone who is sick
  - After touching blood
  - After touching garbage
  - After coming home from school
  - After playing outside
  - After sweeping
  - Whenever we see dirt on our hands!
- Instruct students to complete corresponding workbook page ___
  - As the facilitator, draw and verbalize an example for this workbook page onto the poster for the baby class to help them generate ideas
- Inform students they will draw the pictures from their page onto the poster for the baby class
- When students complete this page, ask for volunteers to draw their pictures within the appropriate space
  - Encourage all students to draw their pictures on the poster!!
- With the students, hang up the poster made for the baby class
- Ask for volunteer(s) to read the poster to the baby class both in English and in their local language
  - NOTE: The volunteers will read to the baby class when their teacher says they are available (may occur between activities or after)
  - NOTE: Hand out a coloring page to the baby class with a picture representing each important handwashing times before leaving their class again
Activity 3.3: Planning Visually! (Handwashing Timeline or Map)

Materials:
- Construction Paper
- Markers
- Crayons
- Colored Pencils
- Rulers
- Yarn
- Handwashing stickers

Location: Classroom

Preparation:
- Prepare examples for both a handwashing timeline or handwashing map
  - NOTE: Will be prepared in-country using same materials that will be provided to students

Procedure:
- Show students examples of your handwashing timeline and handwashing map
- Explain to students the purpose of this activity is to visually plan when or they think they are going to wash their hands
  - They can visually plan by making a timeline of their day
  - They can visually plan by making a map of the areas they will wash their hands
  - They can visually plan by combining a timeline and map
- Students are free to creatively draw as they imagine!
  - Encourage students to take a sticker and place it on their creation to signify handwashing behavior
- When students are finished, ask for volunteers to share their work!
- Hang up their creations for the celebration!
Activity 3.4: In-Review Discussion

Materials:
- None

Location: Classroom

Procedure:
- Review concepts learned
  - Explicitly discuss lesson objectives and key vocabulary
- Ask students questions about the lessons. Distribute soap cents for correct answers
  - See supplemental materials for example questions
- Ask students to fill out corresponding workbook pages
- When students are done, discuss what they wrote on this page
  - Elaborate on discussion
Activity 3.5: Guess How Many Bars of Soap!

Materials:
- Clear Jar/Container (Purchase in-country)
- Super Mini Bars of Soap (From Amazon)
- Ribbon (optional to decorate)
- Small slips of paper

Location: Classroom or Outside

Preparation:
- Buy a clear jar (or container)
- Count how many bars it takes to fill jar and remember this number
  - NOTE: To make even more mini bars of soap, cut the bars in half
- Decorate jar, if able

Procedure:
- Explain to students the purpose of the activity: to guess how many bars of soap are in the jar without counting
- Explain to students you will look at everyone’s guesses and the student whose guess was the closet to the actual number of bars wins
  - The winner will be announced at the celebration on Saturday and will be able to take the jar with all the soap home
- Pass out a small slip of paper to each student
- Instruct students to write their name on the paper
- Instruct students to write down their guess (without talking to their friends!)
- Collect slips of paper from students and keep these safe

Activity 3.6: Edible Germ Buddies!

Materials:
- Marshmallows (will need to buy in America)
- Chocolate
- Crushed Corn Flakes
- Green Sprinkles
- Edible Eyeballs
- 4 bowls
- Plastic Spoons
- Dipping Sticks
- Paper plates

Location: Classroom or Outside
Preparation:
  • Crush cornflakes and put into a bowl
  • Put sprinkles into a bowl
  • Put edible eyeballs into a bowl
  • Melt chocolate into a bowl
    □ NOTE: you will most likely have to do this over a cooking pit
  • Pre-make an edible germ to show as a demonstration

Procedure:
  • Inform students they will be making fake germs out of food!
  • Ask students what do you need to do before preparing this food... WASH YOUR HANDS
  • Go around the class and ask every student to repeat "I need to wash my hands!"
  • Facilitate a group handwashing before beginning to craft the germ
  • Hand out every student a paper plate
  • Call students up in small groups to make their germs
    □ 1. Lightly stick marshmallow on dipping stick
    □ 2. Dip marshmallow into melted yellow chocolate
    □ 3. Roll marshmallow in crushed cornflakes
    □ 4. Use a spoon to put green sprinkles on marshmallow
    □ 5. Stick 2 eyeballs onto germ
    □ 6. Return to seat and let chocolate harden before eating
  • While students are waiting for their germ to be ready to eat, instruct them to complete the corresponding workbook page
Day 4: Thursday

Handwashing and You: The Why

Bead Color:

Lesson Objectives:
Students will be able to:
- Identify the benefits of handwashing
- Explain how the benefits of handwashing are related to each other
- Understand how handwashing relates to their future

Key Terms:
- Benefits
- Prevention
- Future
- Success
- Confidence
- Clean

Activity 4.1: The Bread Experiment

Materials:
- Bread Experiment Poster

Location: Classroom

Preparation:
- Display Bread Experiment Poster for Students

Procedure:
- Instruct students to observe the pieces of bread
- Allow students to come up to the poster and look at the bread closely
- Instruct students to turn to their corresponding workbook page
- Instruct students to record their observations about the two slices of bread
Activity 4.2: "Telephone" Game Ice-Breaker

Materials: None

Location: Classroom or Outside

Procedure:
- Explain to students they will playing a game called "Telephone" to begin the day for fun
- Explain to students the game will help them start thinking about the benefits of handwashing
- Instruct students to sit in a circle and explain directions:
  - The facilitator will whisper one benefit of handwashing into the ear of the student next to you
  - This student will then whisper what you said into the ear of the next student
  - The process will repeat until each student has heard the benefit
  - The last student to hear the benefit will announce what was told to them to the group
  - You (the facilitator) will tell the students if this is what they originally said
- Play this game for 3-4 rounds. Possible benefits to spread through the telephone chain include:
  - Handwashing helps you get better grades in school
  - Handwashing helps you look and feel clean
  - If you wash your hands, no one will say they are gross
  - Handwashing gives you power of your future
- Ask if there are any volunteers who think they know a handwashing benefit and would like to start the chain

Activity 4.3: The Reasons Lecture

Materials:
- 2 Poster boards
- Scissors
- Laminated pieces of paper cut into strips
  - Approximately 1 piece of paper cut into 4 strips
- Velcro adhesives
- Marker
- Crayons

Location: Classroom
Preparation:
- Tape 2 poster boards together
- Write the phrase "We wash our hands because..." in the center
- Write down all the benefits of handwashing on separate strips of paper
- Stick Velcro adhesives to each benefit strip
- Stick as many Velcro adhesives as there are benefit strips onto the poster
- Position poster in an area for all students to see

Procedure:
- Review lesson objectives from previous days
  - Distribute soap cents as necessary
- Introduce vocabulary and lesson theme: The Benefits of Washing Your Hands
  - Emphasize how good it is for students to wash their hands
  - Emphasize washing their hands is something they have the power to do
- Pass out a strip of paper to every student depicting a benefit (supplemental materials)
  - NOTE: Some students may get more than one strip—that’s okay
- Ask students to silently read their strip and explain that each strip depicts a benefit to washing hands
- Explain to students they will come up to the board individually and read what their strip(s) says
- After they read the strip, instruct students to Velcro it somewhere on the poster
  - Encourage students to make comments about the benefit
- After all strips have been hung, discuss the benefits
  - Emphasize these are just some of the reasons they should want to wash their hands
- Ask students if they can think of anymore benefits
  - Write down any additional responses on the board (you can add via strips and Velcro later)
- Instruct students to complete the corresponding workbook page
  - Discuss student’s responses
Activity 4.4: Connecting to Our Future

Materials:
- Pre-printed process banner
- Light blue construction paper
- Scissors
- Markers
- Crayons
- Tape (or stapler, is possible)

Location: Classroom

Preparation:
- Have process banner printed (supplemental materials)
- Cuts pieces of construction paper into even strips
- Position

Procedure:
- Explain to students the purpose of this activity is to explain how handwashing connects to their dream job
- Identify each of the phase on the process banner
- Ask students to think critically about how each phase connects to the next
  - Clarify for students how each phase connects to each other
- Instruct students to fill out corresponding workbook page
  - Discuss students' responses to workbook page
  - Emphasize handwashing will ultimately lead to them getting their dream jobs
    - Handwashing connects them to their dream jobs
- Ask students: What can you do to help get your dream job?
  - Go around the room and have every student answer "Wash my hands!"
    - Encourage confidence in their responses!
- Distribute a strip of paper to every student
- Instruct students to write down or draw their dream job
- When students are done, instruct them to bring you (the facilitator) their strip
- Tape (or staple) the strips together by connecting them in a chain
- When everyone's strip has been added to the chain, hang the process banner with the "dream job" chain underneath it for decoration

Optional Activity:
Play hopscotch with the students! Use chalk to draw out a hopscotch and label the boxes with the phases leading to brighter futures!
Activity 4.5: Drawing Contest

Materials:
- Blank White Paper
- Crayons
- Markers
- Colored Pencils
- Canvas or Wood Board (determine in-country)
- Paint

Location: Classroom

Procedure:
- Distribute a blank piece of paper to every student
- Instruct students to NOT write their name on the paper
- Explain to students they are entering a drawing contest
- Instruct students to draw a picture for the theme "How I feel When I Have Clean Hands"
  - Encourage students to be creative (but not too elaborate for this!)
- Explain to students everyone's drawing will be displayed for the celebration, however the teachers will vote on one drawing, which best represents the theme
- The winner will be given the opportunity to paint their drawing onto a mural wall, canvas, or wood board
  - NOTE: Where the winning student will paint their drawing will be based on what is available and where it will best be displayed
- Give students as much time as they need to finish their drawings and then collect!
Activity 4.6: In-Review Discussion

Materials:
- None

Location: Classroom

Procedure:
- Review concepts learned
  - Explicitly discuss lesson objectives and key vocabulary
- Ask students questions about the lessons. Distribute soap cents for correct answers
  - See supplemental materials for example questions
- Ask students to fill out corresponding workbook pages
- When students are done, discuss what they wrote on this page
  - Elaborate on discussion

Optional Activity:
Record the responses of students who choose to take part in the challenge alert!

Optional Activity:
Teach students how to play "Helping-Hands", which is based off of the board game "Snakes and Ladders". Provide them with dice and let them play during their free time. The boards can be found in their workbooks.
Day 5: Friday

Spread the word! Teaching Others and Sustainability: The Who

Bead Color: Blue

Lesson Objectives:
Students will be able to:
  • Understand why it is important they continue washing their hands
  • Explain the different ways they can continue promoting handwashing and healthier lives
  • Effectively teach someone else the proper way to wash their hands
  • Make a commitment to continue washing their hands

Key Terms:
  • Sustainability
  • Teach
  • Role Models
  • Improve
  • Hygiene
  • Clubs

Activity 5.1: The Bread Experiment

Materials:
  • Bread Experiment Poster

Location: Classroom

Preparation:
  • Display Bread Experiment Poster for Students

Procedure:
  • Instruct students to observe the pieces of bread
  • Allow students to come up to the poster and look at the bread closely
  • Instruct students to turn to their corresponding workbook page
  • Instruct students to record their observations about the two slices of bread
Activity 5.2: Sustainability Lecture

Materials:
- 2 Envelopes
- Small cut up pieces of paper
- Tape
- Marker

Location: Classroom

Preparation:
- Label one envelope "YES" and label the other envelope "NO"
- Tape envelopes to the board

Procedure:
- Review lesson objectives from previous days
  - Distribute soap cents as necessary
- Distribute a small piece of paper to every student
- Ask students “do you want to continue improving your health, continue improving handwashing behavior in your school, and continue washing your hands everyday as a group?”
- Ask students to write either "yes" or "no" on their behavior depending on their response
- Instruct students to follow you outside with their slips of paper and form a line, so they can’t see inside of the classroom
  - NOTE: Ensure no one is left in the classroom, such as teachers
- Instruct students to enter the classroom one at a time and put their paper in its corresponding envelope
  - Provide them with an example: If your paper says "yes", you place it in the envelope marked "yes"
- Instruct students to return back outside once they deposit their paper
- Once all students have deposited their papers, instruct students to return to their seats
- Count the pieces of paper in each envelope out loud, so all students can see
- Discuss any patterns you notice
  - NOTE: Most (if not all) responses should be in the yes envelope!!
- When it has been determined the majority of students want to continue improving their health, handwashing, and group handwashing activities, introduce vocabulary and lesson theme: Sustainability
- Ask students to repeat the word "sustainable" back to you several times through call and response
  - Tell them something is sustainable if it doesn’t stop, continues as is, and works towards making things even better
- Related to handwashing this means: Handwashing at name of school will be sustainable if students keep washing their hands as a group every day, continue to learn more about handwashing and health, and keep thinking of ideas to improve handwashing in their school and their communities!
- Explain to students that when you (the facilitator) leaves, you do not want them to stop washing their hands or learning about handwashing, hygiene, and health. Tell students you want them to keep improving. Tell them you believe in them and it is easy to make handwashing sustainable.
- Brainstorm with students. Ask: How do you think the school can make sure people keep washing their hands at school and how they can continue to improve handwashing in their communities
  - Listen and respond encouragingly to their ideas
  - Write their ideas down on the board
  - Instruct students to fill out corresponding workbook page by writing down the ideas from board onto their page

Activity 5.3: The Scrub Club + Hygiene Hero Board Discussion

Materials:
- Chalkboard to hang up (purchase in-country)
- Thin colorful tape
- 11 Envelopes
- Small cut up pieces of paper
- Tape
- Hygiene Hero Pins

Location: Classroom

Preparation:
- Meeting with school faculty to ensure staff are on board and aware of the purpose and function of a Scrub Club as well as their role
- Label envelopes with voting choices
- Make the "Hygiene Heroes" Board
  - Write the title Hygiene Heroes at top
  - Divide the board into 6 equal sections underneath (one for each heroes)
    - Under each hero's name and within their section, use tape to create 6, equal horizontal boxes
  - NOTE: The 6 boxes represent each school day. When each hero completes their assigned task, they can use chalk to X the box under their position
Procedure:

- Review the term hygiene and how it connects to handwashing
- Instruct students to turn to corresponding workbook page
- Ask for a volunteer to read the content in the speech bubble
  - Discuss the jobs of the members further
- Explain to students this is their school, their health, and their futures, so they should be a part of deciding how the school will continue to improve its handwashing and its hygiene in other areas! Tell students their ideas will be used.
- Encourage students to attend the first Scrub Club meeting which will take place on_____________
  - NOTE: Schedule first Scrub Club meeting on the Monday after the Spirit Week to give students and staff an idea how it should be run
- Explain to students they will get to vote on things related to the Scrub Club
- Write the four things students will vote on onto the board:
  - How often will the Scrub Club Meet?
  - When should the Scrub Club do an activity?
  - What kind of activity should the Scrub Club do first?
  - What else do you want the Scrub Club to work to improve?
- Tape the envelopes under their corresponding question
- Explain to students voting will be done with envelopes (the same way as the sustainability question)
- Distribute 4 small pieces of paper to each student
- Instruct students to line up (they don’t need to leave the room this time)
- Instruct students to place their paper vote for each envelope in the choice they want and then sit back in their seats
- When all students are finished, count the votes for each choice and determine the winning choice for each question
- Instruct students to circle the winning choices for each question on their corresponding workbook page
- Once students have finished this workbook page, bring out the "Hygiene Heroes" board
- Instruct students to turn to corresponding workbook page
- Explain to students one way the school can ensure students keep washing their hands properly is to assign job to students
  - Suggest to students one role of the Scrub Club can be to work with teachers to help choose students to do these jobs
  - Explain to students the jobs should switch every week and the student doing the job wears a special Handwashing Hero Pin to denote their position
  - Explain the idea behind Handwashing Heroes is to support each other NOT boss each other around!
- Discuss the role of each hero
• Ask for volunteers to be the heroes starting on Monday
  o Write the name of students chosen to be the heroes on the board next to their position

**Activity 5.4: Spread the Message Discussion**

*Materials:*

*Location: Classroom*

*Preparation:*
  • Label one envelope “YES” and label the other envelope “NO”
  • Tape envelopes to the board

*Procedure:*
  • Explain to other students another way they can continue to improve handwashing and make their communities healthier is by spreading the message
    o Explain what it means to “spread a message”
    o Tell students they should teach other people about handwashing
    o Emphasize they should always teach respectfully
  • Explain to students it is very important they wash their hands because it benefits them directly but also explain handwashing benefits many other people, so that is why they should spread the knowledge!
  • Instruct students to turn to corresponding workbook page
  • Ask for a volunteer to read the blurb in the speech bubble
  • Brainstorm with students who they can spread handwashing messages to
  • Write students’ ideas on the board
  • Instruct students to write what you wrote on the board onto the workbook page
  • Ask for a volunteer to read the sentence on the bottom and brainstorm with the students what they think the answer is
    o NOTE: Answers could vary but looking for the word “role model”

**Activity 5.5: Role Model Activity**

*Materials:*
  • Construction Paper
  • Computer Paper
  • Crayons
  • Markers
  • Stickers

*Location: Classroom*
Preparation:
- Display handwashing technique banner so all students can see
- Determine the ratio of role models to buddies
  - NOTE: because some role models may have two buddies or vice versa

Procedure:
- Explain to students they are going to be role models today!
- Explain to students they are going to teach the younger students how to properly wash their hands. This younger student will be their “handwashing buddy” and they are the “handwashing role model”
- Review the proper technique of handwashing using the banner
- Tell students they will be given time to think of a way to teach the younger child to wash their hands
- Explain to students they can teach the student any way they want!
  - EX: Pictures, words, games, they can take the student to the handwashing station and demonstrate for them, they can use a combination of methods, and more!
- Explain to students after everyone has taught their handwashing buddy the proper way to wash their hands, they role model and buddy can demonstrate in front of the rest of the students together for soap cents!
- If any role models will be working together (because of number of buddies), ask for volunteer groups at this time
- Instruct students to turn to the corresponding workbook page
  - Inform student they can use this page to write down their ideas
  - Inform students paper, crayons, markers, and stickers are available for their use as well
- Provide students with 20-30 minutes to plan out their ideas
  - Walk around during this time and help students plan
- When all students feel ready, bring in the younger students
- Assign younger buddies to older role models
- Inform students they may go to any classroom or outside to teach their buddy
  - Inform students they have 20-30 minutes to spend with their buddy before the demonstration!
  - Walk around during this period to assist role models and buddies
Activity 5.6: Role Model Demonstration/Pinning Ceremony

Materials:
- Pins with badge printed on it
  - NOTE: Preprint and laminate role model pin graphic in America and then cut out and attach actual pins in country
- "I washed my hands!" sticker rolls

Location: Group handwashing Station

Procedure:
- Instruct all students to sit in an area in front of the group handwashing station
- Instruct role models to sit with their buddies
- Ask for volunteer role model/buddy groups to come up and wash their hands properly together
- After the role model and buddy successfully demonstrate proper handwashing, instruct them to stand tall in front of the audience (optional: hold hands!!)
- Congratulate the pair with a handshake
- Take a pin and attach it to the role model's shirt. Tell him/her he/she is an awesome role model!
- Take a sticker and attach it to the buddy's shirt. Tell him/her he/she did an awesome job washing their hands!
- Continue asking for volunteer pairs until everyone who wants to go has gone
- NOTE: If someone pairs do not want to demonstrate, that is okay! Award the pair their pin and sticker after.

Activity 5.7: Handwashing Pledge Board

Materials:
- Large Wood Board
- Finger Paint
- Paintbrushes
- Permanent Markers

Location: Outside

Preparation:
- Buy the wood board and write "We pledge to wash our hands!" on it
Procedure:

- While all students are still sitting down outside ask them the question “do you pledge to wash your hands the right way when you should”
  - Wait for them to respond “YES!”
  - Ask questions for soap cents about “the right way” and “when”
- Ask students to raise their right hand and repeat “I pledge to wash my hands!”
- Inform students if they have taken the pack, they are going to put their handprint on the board. After they will wash the paint off in the handwashing station!
- Inform students this will take a long time so in the meantime they can play soccer, talk, or work on making posters for the celebration and march tomorrow!
  - NOTE: Make sure materials are set up so students can make posters/signs in the classroom if they wish
- Help each child put their handprint on the board and write their name underneath
- This board will be hung for decoration and as a reminder of their pledge!

**Activity 5.8: In Review Discussion**

*Materials: None*

*Location: Classroom*

*Preparation:*

- Finalize plans for Celebration/March
- Prepare handout for students

*Procedure:*

- Review concepts learned
  - Explicitly discuss lesson objectives and key vocabulary
- Ask students questions about the lessons. Distribute soap cents for correct answers
  - See supplemental materials for example questions
- Ask students to fill out corresponding workbook pages
- When students are done, discuss what they wrote on this page
  - Elaborate on discussion
  - Discuss the “Challenge Alerts”
- Distribute a copy of “Celebration” Schedule handout to each student
- Explain each of the activities to them
  - Ask if any student wants to present any of their work or say anything at the event
  - Ask for volunteers for helping to facilitate certain activities
  - Make sure students know their important roles
  - Encourage them to invite family, friends, and neighbors!
- Distribute flyers they can give to their families
- When the discussion is over, continue to make posters, signs, and other material for the Celebration!
  - Meet and practice with volunteers who have special roles in the celebration!

Recruit Volunteers for the following positions during the celebration:

- 2 banner holders
- 3 demonstrators
- Singers
- Handwashing pledge recruiters
- Craft Assisters
- Handwashing helpers
Day 6: Saturday

Celebrate Clean Hands!
March for Clean Hands!

Bead Color: All. Make bracelets!!

Day Objectives:
Participants will be able to:
- Take part in a fun event with multiple activities promoting handwashing
- Gain insight into the program, students took part in throughout the week
- Learn about handwashing!

Activity 6.1: The Bread Experiment
Materials:
- Bread Experiment Poster

Location: Classroom

Preparation:
- Display Bread Experiment Poster for Students

Procedure:
- Instruct students to observe the pieces of bread
- Allow students to come up to the poster and look at the bread closely
- Instruct students to turn to their corresponding workbook page
- Instruct students to record their observations about the two slices of bread
- Discuss the final results!
  - Were students' predictions right?
  - Can they believe it?
  - Does this result make them want to wash their hands more?
Activity 6.2: Making Bracelets

Materials:
- Beads
- String
- Cups

Location: Classroom

Preparation:
- Sort beads into cups for each table to share

Procedure:
- Discuss Summary Page on corresponding workbook page
  - Ask questions and distribute Soap Cents as necessary!
- Instruct students to turn to corresponding workbook page
- Remind students what each bead stands for
- Encourage students to share with people what their beads mean and why they wear them
- Go through each color and with each color have students repeat what each represents
  - EX: Green → Germs!
- After they put on every bead say you wear green because you know about what?
  - Wait for students to answer GERMS!!!
- Help students as necessary once you go through each color
- NOTE: Leftover beads and bracelets can be used to make other people bracelet's during the celebration
- Then go over the schedule for the day and begin celebration/march preparations!
  - NOTE: Make sure students are fully aware of what is going on, so they can help run the event as smooth as possible!
  - Practice with any students their roles is necessary
Activity 6.3 Store!

Materials:
• Prizes

Location: Classroom

Preparation:
• Set up prizes
• Determine costs

Procedure:
• Have students exchange their soap cents for prizes
• Conduct in a way that is fair to all students
  o EX: Distribute prizes in rounds
  ▪ Students with the most soap cents exchange first, but they can only choose 1 prize each round
**Celebration/March Plans:**

**Day Overview:** (Fill in during a meeting with staff before the event based on their recommendations)

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<th>Timeslot:</th>
<th>Activity/Activities:</th>
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Following is a sample schedule of activities for the day. You, the facilitator, should have a meeting with staff a few days prior to determine the official times and setup of the day.
Overall Preparations/Setup:

- Decorate school with students' work
- Hang up "Healthy Hygiene Spirit Week Banner"
  - Hang up other streamers
- Table with information brochures/newsletters
- Board of photos from throughout the week
  - Purchase board in country
  - Print photos from throughout the week and create board the night before
- Double check you have all materials, prizes, and food!
- Decide with staff who will be handwashing hero of the entire week
  - Make and print them a customized certificate
- Determine March Route
- Assign students to carry handwashing pledge signature sheets
- Set up games
- Give kids bubbles

Timeslot 1: Welcome!
- Free choice for students
- Welcome parents, siblings, neighbors, friends at entrance
- Hand out information
- Encourage people to walk around
  - Look at student projects
  - Look at picture boards
- Encourage people to make craft for March
  - People trace their hand onto cardboard
  - Cut out their cardboard hand
  - Write on hand "I March for Clean Hands!"
    - Write on 4 fingers the 4 critical handwashing times
  - Tape to thick popsicle stick
  - NOTE: Have a few extra made for examples and for March later
**Timeslot 2: Presentation!**

- Introduce Healthy Hygiene Spirit Week and its purpose
- Explain what students engaged in the past week and what they learned
- Demonstrations of proper handwashing technique
  - 2 students will present improper handwashing techniques
    - EX: 1 student doesn’t use soap
    - EX: 1 student wets hand, uses soap, and then immediately touches food without rinsing!
  - 1 student will present proper handwashing technique
  - Ask audience to vote on which student was correct!
  - Discuss with audience why each demonstration was right or wrong
- Present final art product of winner to guests
- Allow student volunteers to read/present their work:
  - Essays
  - Drawings
  - Crafts
  - Speeches
- Present winner of the Jar Activity and award winner the entire jar of soap
- Present handwashing hero of the entire week!
  - Explain why this person was chosen
  - Award hero a cape (purchase in America!) and certificate
- Have students sign handwashing song
Timeslot 3: Games!

Location: Field Area

- Explain to audience anyone can participate in the next two games for prizes:
  - “Race to Clean Hands” - Handwashing Relay Race
    - **Materials:** Basins/Buckets/Containers with marked lines, [small] Cups, Soap for each team, big water holders for starting line (two teams share one)
    - **Game:**
      - Each team has one teammate sit on the finish line with empty container and soap
      - All other teammates go behind starting line and form a line
      - Tell teams they need to fill up the container at the end so their team member can wash their hands with the soap
      - Each member scoops water from the big container at the start line using a cup and runs to dump the water in the bin at the finish line for their teammate
      - After dumping the water in the container, they run back so the next team member can do the same
      - Team members race back and forth with water cups until their container at the finish line has water touching line, so the team member there can properly wash their hands!
  - **Soap Toss**
    - **Materials:** [Small] Soap bars
    - **Game:**
      - Instruct participants to get into pairs and stand across from each other
      - Distribute a bar of soap to each pair
      - Explain the pairs will toss the soap bar back and forth
      - Explain if either partner drops the soap, the pair is out
      - Instruct pairs to take a step back each time they catch the soap
      - If the game becomes too easy for the final participants, wet the soap a little to make it slippery and more challenging for the final pairs!

- Organize teams and facilitate each game
- If people don’t want to participate they can watch or make a craft for the March!
- Award the winners prizes!
**Timeslot 4: Food!**

- Facilitate EVERYONE washing their hands before getting food!
  - NOTE: Position handwashing helpers!
- Give out small food treats to everyone
  - NOTE: The amount of food available will depend on budget and staff input!
    Ensure everyone is able to get a small amount.
  - NOTE: Try and get a customized cake if you can!
- Allow people to sit and talk
- Encourage people to make craft for March if they have time

**Timeslot 5: March for Clean Hands!**

- Announce it is time for the “March for Clean Hands”
- Reiterate purpose of March: To raise awareness about washing hands
- In front of everyone, hand out handwashing pledges to the designated students (supplemental materials)
  - Explain some students will be marching and trying to get signatures from people who pledge to wash their hands during the 4 critical times
  - Encourage the people already there to sign these pledges!
- Outline where the march will go
- Ask for volunteers to hold posters students made throughout the week during the march
- Instruct the two students, who are holding the March for Clean Hands Banner, to get the banner and begin the march!
- Instruct and encourage people to follow behind!
- March!