



# The Center for Sustainable Development

Addressing Rural Development Challenges with Sustainable Solutions

## lesson plan

community workshop

### Lesson Plan for Presenting Hand Washing to Community Members

Level of workshop leader: Field Staff Promoter  
Level of Workshop Participant: End-user; Adult Community Members and their Children  
Duration of Workshop: 2.5 hours

Workshop Leader: Workshop Assistant:  
Date: Lesson number:  
Workshop Level: Number of Participants:

#### BACKGROUND INFORMATION FOR LESSON PLAN

##### Workshop Position in Progression of Workshops:

- Previous workshop: Diarrhea in Children: Participatory Approach
- This workshop: Hand Washing.
- Next workshop: Hygiene in the Kitchen.

##### Assumed Knowledge

An understanding that diarrheal disease can be spread through dirty hands.

##### Anticipated Difficulties/Problems

- Information may not be well received due to cultural differences between workshop leaders and participants.
- Community members may be resistant to behavioral changes.
- Strong personalities may dominate workshops.

##### Solutions

- It is important that the promoter is from the same culture and speaks the same language as the workshop participants.
- Drawings and illustrations should be appropriate for and familiar to the community members.
- Strong personalities may be able to be reasoned with in order to understand the importance of the participatory process – or given projects that will occupy them.

##### Useful Internet Links:

This lesson plan has been adapted from the [Food, Water and Family Health: A Manual for Community Educators](#), and from the [Henry the Hand Website](#).

The [SODIS website](#) for useful information on waterborne disease and the [PHAST Step-by-Step Guide](#): A participatory approach for the control of diarrhea disease. [SODIS Flipchart Posters](#), useful workshop materials and additional manuals for download.

#### PURPOSE

**Goal of Workshop:** What workshop participants will be able to do as a result of the lesson.

The purpose of the workshop is to reinforce the importance of washing hands at key times of the day and to provide training in the proper way that it needs to be done.

**Objective 1** All participants will understand why hand washing is important.

**Objective 2** All will know the proper method for hand washing and be comfortable doing it routinely in their homes.

**Objective 3** All participants will successfully be able to continue doing it over the course of one year.

## **MATERIALS**

- Artist's drawings/[posters](#); Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Posters/pictures of Henry the Hand's 4 Principles.
- Posters/pictures of Henry the Hand's Hand Washing Guide.
- [How-To cards](#) without written words for workshop participants to take home. Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Large sheets of newsprint and tape.
- Colored markers.
- Bars of soap.
- Fingernail brushes.
- Water containers of the kind used in the community for cleaning.
- A water source that is normal for the community – piped water with a faucet – or a barrel.
- Dry towels of a fabric typical/available to the community.

## **BRIEF SUMMARY OF LESSON**

### **Introduction:**

Activity 1. Hand Washing Introduction

- Introductions. Ice Breaker: Sing a song or play a game.
- Tell the participants what they'll be able to do as a result of the lesson.
- Why do we wash our hands?
- When should we wash our hands?

### **Guided Practice:**

Activity 2. Germ Activity.

Activity 3. How should we wash our hands?

### **Independent Practice:**

Activity 4. Hand washing activity.

### **Workshop Conclusion, Follow-Up, Monitoring and Evaluation**

Activity 5. Conclusion: Principles of Hand Awareness.

Activity 6. Follow Up.

Activity 7. Monitoring and Evaluation.

## **[Participatory Needs Assessment](#)**

A participatory needs assessment that signaled the viability of this activity for this community should have already been completed. If not, click on the link above.

## **BEGINNING OF LESSON:**

### **INTRODUCTION**

#### **Activity 1. Hand Washing Introduction**

##### **Purpose**

Introduce and explain what the purpose of hand washing is in relation to child health.

## Time

60 minutes (including a 20 minute ice-breaker)

## Materials

- Artist's drawings/[posters](#); Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Posters/pictures of Henry the Hand's 4 Principles.
- Posters/pictures of Henry the Hand's Hand Washing Guide.
- [How-To cards](#) without written words for workshop participants to take home. Make sure that the scenes and people they contain will appear familiar to the community members participating in the workshop.
- Large sheets of newsprint and tape.
- Colored markers.

## What to do

Workshop Leader

1. Introduction to workshop: Tell the participants what they'll be able to do as a result of the lesson
2. Introductions
3. Ice Breaker: Sing a song or play a game.
4. Use practical examples of the why we wash our hands.

Germs (bacteria or virus) cause illness. Germs are tiny microorganisms that spread disease. The common cold is a virus. We don't see bacteria or virus like we see dirt, but they are there. (Show page with different types of germs identified.)

Germs are EVERYWHERE (point out where they may be; walls, floors, desktops, doorknobs, pencils, etc.). A sneeze is a blast of air that goes approximately 200 mph - it carries tiny bacteria or virus in a mist (droplets) and spreads everywhere.

When you feel a tiny tickle in your nose, it is a clue that you are going to sneeze and you can prepare for that sneeze. Use a handkerchief or tissue or sneeze into the crook of your elbow so germs don't float into the air or in your hand.

Hands can also pick up pathogens that cause diarrhea in the latrine, while defecating, by washing hands in infected water, by touching another person's hands, by touching the ground where someone has tracked fecal matter.

Hand washing with soap is the number one prevention against the spread of person-to-person infection. Hand washing reduces the spread of germs that cause diarrhea, respiratory illness, and skin infection.

5. Give an overview of when we should wash our hands.

### **Key elements to remember about handwashing:**

- Use soap every time you wash your hands.
- How you wash your hands is just as important as when you wash them.
- Unwashed hands can transfer harmful microorganisms to other people.
- Discourage multiple people using the same water for hand washing; change the water between each person.
- Share the hand washing message with family, neighbors and friends.

### **When should you wash your hands?**

- After going to the latrine.
- After cleaning a child's bottom or handling a child's stool.
- Before preparing or eating food.
- After handling uncooked foods such as raw meats, poultry or fish.
- After blowing your nose, coughing, or sneezing.
- After handling an animal or animal waste.

- After agricultural work.
- After children's play.
- Upon arriving home from school to prevent bringing germs from school into your home.
- After petting animals.
- After handling garbage.
- Before and after treating a cut or wound.
- Before and after feeding an infant or child.

6. Show the benefits of washing hands and a reduction in diarrhea.

Randomized control studies have shown that hand washing can reduce diarrhea in children in developing nations by between 30% and 47%.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

## Notes

## GUIDED PRACTICE

### Activity 2. Germ Activity

#### Purpose

Show one simple way that germs can get on one's hands – and be transmitted to another person.

#### Time

15 minutes

#### Materials

Drawings/Posters

#### What to do

Workshop Leader & Workshop Participants

*DEMONSTRATION:* Guided practice.

Sneeze into your hand and your hand now has the germ.

Open the door doorknob now has the germ.

Someone else touches the doorknob the germ is now on that person's hand.

That person touches their eyes, nose, or mouth – they have now contaminated themselves with the germ.

The germ is in their own system they become sick.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

## Notes

### Activity 3. How should we wash our hands?

#### Purpose

Explain how you washing your hands is just as important as when you wash them.

#### Time

15 minutes

#### Materials

- Bars of soap

- Fingernail brushes
- Water containers of the kind used in the community for cleaning
- A water source that is normal for the community – piped water with a faucet – or a water barrel.
- Dry towels of a fabric typical to the community

### **What to do**

Workshop Leader & Workshop Participants

*DEMONSTRATION:* Guided practice.

Hand washing is best learned through watching and doing.

### **Steps in proper hand washing technique:**

- Place your hands together under water – warm water if possible.
- Treated water should be used for hand washing.
- Use Soap.
- Rub your hands together for at least 15-20 seconds (sing a song like “Happy Birthday to You”). Wash all surfaces thoroughly, including wrists, palms, backs of hands, fingers, and under the fingernails.
- Clean the dirt from under your fingernails.
- Rinse hands well (leaving soap on your hands will lead to drying & cracking).
- Dry your hands completely with a clean towel.
- If no clean towel is available, air dry hands.

### **Notes**

## **INDEPENDENT PRACTICE**

### **Activity 4. Hand Washing Activity.**

#### **Purpose**

To let participants work through the whole process themselves – and to reinforce what has been learned.

#### **Time**

30 minutes

#### **Materials**

- Bars of soap
- Fingernail brushes
- Water containers of the kind used in the community for cleaning
- A water source that is normal for the community – piped water with a faucet – or a barrel.
- Dry towels of a fabric typical to the community

### **What to do**

Workshop Leader & Workshop Participants

Independent Practice:

1. Give each participant 2 bars of soap and two towels that they will be able to take home with them.
2. Demonstrate proper hand washing with each participant (step-by-step) – then ask them to do it while you coach them.
3. Give feedback and encouragement.
4. Workshop Leader should observe independent practice and make notes of common mistakes and positive solutions for the workshop conclusion.

Workshop Participants:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

## Notes

### CONCLUSION AND FOLLOW UP

#### Activity 5. Conclusion: Principles of Hand Awareness

##### Purpose

To reinforce what has been learned and to discuss common mistakes and positive solutions observed during independent practice.

##### Time

30 minutes

##### Materials

Drawings/Posters

##### What to do

Workshop Leader & Workshop Participants

1. Discuss and review what has been learned.
2. Discuss common mistakes and positive solutions observed during independent practice.
3. Reinforce the principles of Hand Awareness.
  - WASH your hands when they are dirty and BEFORE eating.
  - DO NOT cough into your hands.
  - DO NOT sneeze into your hands.
  - Above all, DO NOT put your fingers into your eyes, nose, or mouth.

Children learn by example. In a family or classroom situation, it is important for the parent/teacher to wash his/her hands before lunch and after using the restroom.

Workshop Participant Feed Back:

Take 5 minutes to talk about what you do and don't understand, what you do and don't like.

##### Workshop Evaluation by workshop participants.

A workshop evaluation form can answer a number of questions.

Did the participant achieve the goal of the workshop?

Could the workshop be improved to better meet cultural or practical needs?

Did the promoter do a good job?

**Participant Assessment/Evaluation:** What the promoter will do to see if the workshop was taught effectively and that the students have achieved the goal of the workshop.

- Watch faces.
- Ask questions.
- Listen carefully to group discussions; is everyone participating in the discussion?
- Analyze common mistakes and positive solutions observed during independent practice

##### Notes:

After the formal training, each household should receive 2-4 bars of soap and 2-4 clean towels free of charge from the project. This allows the trainee to immediately start improving family hygiene in their home.

#### Activity 6. Follow Up.

##### Purpose

To ensure that participants will successfully be able to continue hand washing over the course of one year.

## Time

## Materials

### What to do

Workshop Leader & Workshop Participants

#### Household Visits

It is important that individual contact and relation of trust is established between the promoter and the user. The most important tool for maintaining contact is the household visit.

During the first month after the training, the households are visited once each week. Then the users are visited once each month during the first year of practice. One promoter should be available for the support and monitoring of about 30 SODIS users/households.

## Activity 7. Monitoring and Evaluation

### Purpose

To ensure that promoters will successfully be able to monitor and evaluate the results of hand washing in the daily lives of End-Users.

## Time

## Materials

### What to do

Workshop Leader & Workshop Participants

1. Monitoring and Evaluation of workshop application of hand washing.

#### **Tools for monitoring: Questionnaire, Pocket Voting Tool, Community gatherings, Observation**

What kind of indicators should be monitored?

- Are the participants continuing to wash their hands in their daily lives? Y/N?
- Number of users
- Correct application
- Diarrhea incidence

The first set of data on the health status should be collected before the projects starts. A questionnaire for assessing the health impact in projects can be downloaded from: <http://www.sodis.ch/Text2002/T-Projects.htm>.