## Lesson Plan: Handwashing

**45 minutes total**

**(Optional 1 hour)**

Lesson Description



The focus of this lesson is to provide participants with crucial information about handwashing and hygiene to prevent the spread of disease with an optional section on how to construct a low-cost handwashing station.



Learning Outcomes



At the end of this session participants will be able to:

1. Demonstrate proper handwashing technique
2. List the critical times for handwashing
3. **Optional**: Discuss ways to motivate people to wash their hands
4. **Optional:** Construct a handwashing station



Materials



* Flip chart paper
* Markers
* Handwashing station (water, soap, sanitizer)
* Optional: Handwashing Story
* Optional: glitter or turmeric
* Optional: Instructions to build a Tippy Tap

**Optional** (constructing a handwashing station)

* Print a copy of the instructions
* 2x2m forked wooden sticks
* 2x1m straight wooden sticks
* Shovel (or other digging tools)
* Water container with handle
* Gravel
* Soap
* String

Preparation



* Change the name for the handwashing story to a local female name and print 1 copy per 2 participants
* Optional: Write the learning outcomes or lesson description on flip chart paper
* Optional: Prepare handwashing station construction materials.

Introduction 5 minutes



**Option A: Glitter Hand Shake**

1. Put a small amount of loose glitter (or another type of powder than can easily spread on contact) on your hands without the participants knowing.
2. Shake hands with everyone and ask them to shake hands with each other as if they are meeting on the street or at a community gathering.

*Ask the participants to look at their hands and clothes and see how the glitter has been spread*

1. **LINK:** Ask the participants to discuss what diseases can be passed between people when they shake hands.
2. Present the lesson description or learning outcomes.



**Option B: No Glitter Hand Shake**

1. Ask the participants to shake hands with everyone as if they are meeting them on the street or at a community gathering.
2. **LINK:** Ask the participants to discuss what diseases can be passed between people when they shake hands.
3. Present the lesson description or learning outcomes.

Critical Times for Handwashing 10 minutes



1. Handout 1 copy of Handwashing Story to each 2 participants.
2. Ask participants to read the story and talk about the two most important times *[common local female name*] should have washed her hands in the story

***[common local female name*]’s Story**

*[common local female name*] and her family live in a small village on the outside of *[local large city*]. Her family uses a latrine on a daily basis. After using the latrine, *[common local female name*] goes back to her household and changes her baby’s diaper. After changing the diaper, she takes her baby and goes outside to the market to buy some fruit. She hands the money to the vendor and goes back to her shelter. There, she cuts the fruit into pieces and feeds it to her baby.

1. Provide 2-3 minutes for the participants to discuss.
2. Ask a few groups to share their ideas with the larger group then discuss any disagreements or different ideas.
3. Explain to participants that while there are multiple times where it is important to hand wash, if we can only choose 2 they should be:
   * After coming into close contact with feces.
   * Before coming into contact with food.
4. Tell participants that if hands are properly washed during these times it will significantly reduce the spread of diseases. When working with households it is important that we emphasize these two critical times.

Proper Handwashing Technique 10 minutes



1. Explain to participants that you have been discussing the importance of handwashing without actually discussing the proper methods of handwashing.
2. Ask participants if someone would like to volunteer to come to the front of the room and teach everyone a proper handwashing technique that they have learned in the past.
3. Ask all the participants to follow the instructions of the volunteer.
4. Add any missing information. The general principles should include:
   1. Wet your hands with clean water (ideally, pouring water)
   2. Use soap and lather and wash your hands for 10-15 seconds
   3. Wash your entire hand, front and back
   4. Wash under each fingernail
   5. Rinse your hands with clean running water
   6. Dry your hand with a clean towel or air dry

Factors Influencing Handwashing 20 minutes



1. Ask participants: “If handwashing is so important, and most people know how to do it, then why isn’t everyone doing it?” Ask participants to share their thoughts.
2. Ask participants: “Imagine someone in a community that is not washing their hands, why are they not doing it?”,
   * “Why would some of you *not* wash your hands?”
   * “What are the challenges**,** obstacles, and reasons that prevent people from doing this?”
3. Record their answers on flip chart paper.
   * *No handwashing station*
   * *People don’t want to waste clean water*
   * *People don’t know the risks of not handwashing (how likely it is that they can transmit diseases and the impact it will have on them)*
   * *They have never washed their hands in the past*
   * *No one in the community is washing their hands*
   * *They forget to wash their hands*

**Trainer Note:** As the participants give you answers, ask another trainer to write them on individual printer paper sheets and add them to the ongoing RANAS behaviour change model table under their respective categories of factors. If you do not have another trainer to support you, do this after the lesson is finished, or ask a participant to write them for you

Optional: How CWPs Can Help 25 minutes



1. Divide the participants into groups of 2 or 3 people.
2. Explain to participants that they will now try to find ways to help household members overcome these challenges.
3. Give each group one of the several challenges for why people would not wash their hands.
4. Give the participants 5 minutes to discuss strategies on how they would help household members adopt the correct, continuous, and consistent way to wash their hands.
5. Ask each group to share strategies. Record the summary of strategies on another flip chart paper.
   * *Find ways to make new handwashing practices convenient and easy to do; such as* 
     1. *placing the handwashing station close to the latrine*
     2. *allowing a candy for every time someone washes their hands*
     3. *make it a competition by writing down a check mark next to someone’s name every time they wash their hands*
   * *Teach people about the benefits of handwashing for health*
   * *Teach people about the benefits of handwashing to look and smell clean; teach them to display their clean hands to other members in their community to show that they are clean*
   * *Help people build their own handwashing stations*

Optional: Building a Handwashing Station 30 minutes



1. Explain to participants that building a proper handwashing station is quite easy to do. Part of their role as Community WASH Promoters will be to help beneficiaries build their own handwashing station if required.
2. Divide participants into 2-3 groups (depending on the quantity of material and how many handwashing stations you want to build)
3. Give each group a set of instructions to build a handwashing station.
4. Support the participants in the construction of the tippy-tap handwashing station.
5. Discuss challenges that groups may have encountered as a group.

Review 5 minutes



1. Divide participants into pairs.
2. Explain that they will practice communicating hygiene messages. One person will explain the two most critical times people should wash their hands. The second person will explain the basic steps to proper handwashing.
3. Ask participants: “Reflect on your own habits of washing your hands and think of how you could help remind yourself to wash your hands.”

Reflections on Lesson

**[*common local female name]*** and her family live in a small village on the outside of ***[local large city***]. Her family uses a latrine on a daily basis. After using the latrine, **[common local female name]** goes back to her household and changes her baby’s diaper. After changing the diaper, she takes her baby and goes outside to the market to buy some fruit. She hands the money to the vendor and goes back to her shelter. There, she cuts the fruit into pieces and feeds it to her baby.

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