

Lesson Plan 8: Hygiene

 1 hr 10 mins total

Lesson Description



The focus of this lesson is to provide participants with critical information about hand washing and hygiene during and after emergencies to reduce the transmission of disease. Participants will explore issues of personal, food, and menstrual hygiene and identify strategies for maintaining good hygienic practices.

Learning Outcomes



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

1. Explain the importance of hygiene in preventing disease transmission
2. Describe critical times for handwashing
3. Identify ways to maintain menstrual hygiene
4. Identify ways to maintain food hygiene

Materials



- Flip chart paper
- Markers
- Hand-washing station (water, soap, sanitizer)
- Optional: Hygiene kits

Preparation



- Write the learning outcomes or lesson description on flip chart paper
- Arrange a hand-washing station
- Optional: Prepare hygiene kits for demonstration and explanation

Introduction

5 minutes


1. Read aloud *Basanti's Story*. Ask participants to think about the story as you read it.

Basanti's Story

Since the emergency, Basanti and her family live in tent outside the building where her family used to live. They had a working toilet with a bathroom before, but now the pipes have broken so Basanti is using a temporary latrine nearby. However, now taking a bath has become very uncomfortable because she needs to wash at a public tap stand. As a result, she has started taking fewer baths. Recently, she has experienced itching skin and rashes. The water they use to drink and wash is clean so Basanti and her family are confused about their problem.

2. In a large group, ask participants the following questions to highlight the importance of correct and regular bathing:
 - a) What promoted the problem? *Possible responses include: Reduced frequency of bathing, bathing more quickly due to embarrassment, improper washing, etc.*
 - b) What could have prevented the problem? *Possible responses include: Privacy for bathing, ability to wash more thoroughly, etc.*
3. Present the learning outcomes.

Personal Hygiene

10 minutes



1. Ask the participants, what can be done to manage the problem?
2. Explain that it might be uncomfortable for displaced people to take baths to maintain hygienic behavior. To help this, a bathing space/ station should be installed, especially for females so that they can maintain hygiene during periods of menstruation in addition to ordinary personal hygiene needs.
3. Discuss with the participants how local resources can be used to construct/ install a bathing space/station.

Trainer's note: A small enclosed space with the facility of drainage can be constructed with local resources like bricks, stones, bamboo, bags, scrap clothes (sari) etc.

4. Ask the participants, if taking bath only is enough to maintain health?
5. Discuss with the participants that with taking bath, cutting or cleaning nails, brushing hair, brushing teeth, wearing clean clothes, washing hair, etc. is also important to maintain personal hygiene.
6. Introduce a sample hygiene kit to all the participants and explain that these are the basic requirements to maintain hygiene for the everyday basis.

Importance of Hand Washing

10 minutes



1. Ask to participants while talking about personal hygiene, what should be focused on first. Answer - Hands.
2. Tell the participants that you are going to demonstrate the importance of hand washing. For this, ask a participant to volunteer.
3. Using the prepared water and basin/bucket, ask the participants to wash his/her hands (with water only). Collect the washed water in the basin or bucket.
4. After the volunteer has washed his/her hands, pour the collected water into a clean glass to check how clear it is. If the water is clean then the hands were quite clean, or vice versa.
5. After showing the result, explain to the participants that this is the reason that though the hands seem clean, it should be washed properly with soap and water as it may contain germs and dirt.
6. Explain that if the volunteer had washed his/her hands with soap and water, even more dirt and bacteria would be lifted off of the skin.

7. Clarify this further with the example: hand washing with water only after using the toilet. If this happens the hand may smell which means the presence of germs (pathogens). For more examples, what happens when they clean the garlic? Hand might seem clean but there is smell of garlic on the hand. Similar is the case with feces and pathogens.
8. Make sure the following points are covered in the discussion of the importance of hand washing:
 - a. *If people do not wash their hands after going to the bathroom they can transmit feces onto food, contaminate water with dirty hands, or spread pathogens to surfaces that other people touch. This greatly increases the risk of person-to-person disease transmission.*
 - b. *Hand washing plays a vital role to stop fecal transmission and prevent sickness and diarrheal disease. Proper handwashing with soap can result in significant reduction in disease transmission and should be emphasized in any hygiene campaign.*
9. Explain to participants that after emergency situations too, changes in people's WASH behaviors can occur more quickly than in normal conditions. For this reason, promoting proper hygiene and hand washing in recovery phase is especially important.

Proper Hand Washing and critical time of hand washing

15 minutes



1. Ask participants to volunteer to show the hand washing steps (**Six steps**).
(For reference to the six steps, look at the end of the lesson plan)
2. If the volunteer demonstration cover all six steps of hand washing ask participants to copy and follow the same steps as the volunteer does it again.
3. After the demonstration ask two to three participants to demonstrate it in large group and ask rest of participants to follow the volunteers.
4. Tell the participants that people might not remember the steps of hand washing or they may not follow them. While the steps are important if they can only focus on one thing the general principles of proper hand washing are: Lather with soap and wash hands for 10-15 seconds; wash entire hand, front and back.
5. Ask participants: "What do you think are the most important (critical) times people need to conduct hand washing?"
6. After the response of the participants, show the critical times of hand washing poster (**AATI and PATI**). These times are: before eating, before cooking, before feeding a baby, after using the toilet, after cleaning a baby's feces, and after touching waste.
7. Ask the participant, what if your phone rings or some body calls you once you are out of latrine.

Possible answer: we might respond it quickly and forget about hand-washing with soap.
8. Ask the participants what can we do to mitigate it? Lead the answer of the participants into setting up a hand washing station (soap hole, soap in rope) with

soap and water nearby the latrine so that people can use it immediately after use of latrine.

Trainer Note: Hand washing station can be constructed by locally available materials big stones, wood, pieces of brick and stone, etc.


Expanding Issues of Hygiene

20 minutes



1. Tell the participants that along with the personal hygiene two other types of hygiene are important to maintain good health and sanitary conditions. Explain that one has already been introduced while discussing the need for bathing (menstrual hygiene).
2. Ask the participants to identify these other areas of important hygiene. *Correct responses are: Food hygiene, and menstrual hygiene.*
3. Ask participants: "What is meant by menstrual hygiene?" *Maintaining hygiene during menstrual period is menstrual hygiene and lack of menstrual hygiene result in infection, uneasy feeling, bad smell, pressure, irritation.*
4. Explain to the participants that they are going to explore more on menstrual hygiene. For this divide the participants in groups of three.
5. Provide the cut pieces of menstrual hygiene 'dos' and 'don'ts' to all the groups.
6. Ask the participants to categorize the cut pieces into two.
7. Give 5 minutes to work out in the group.
8. After 5 minutes ask the groups to stop and review the answer with the large group by pasting the cut pieces on the board.
9. Ask the participants to make changes if needed. Discuss if necessary.
10. Introduce different types of sanitary pads available in local level. Present the commercial pads available in the market and how to use it. Present the homemade sanitary pads to the large group and discuss how to use the pad.
11. Ask the participants what should be done after managing or changing pads. *Answer: hand washing*
12. Tell to the participants that this is all about personal hygiene. After personal hygiene, other hygiene that we should think about to be healthy is 'Food Hygiene'
13. Ask the participants: "What is meant by food hygiene?" *Food hygiene means keeping food in proper place, handling and storing food safely, cooking food thoroughly, keeping the utensils clean and dry and etc.*
14. In the earlier group of 3, ask the participants to note down points that they do to maintain their food hygiene. (refer end of lesson)
15. Provide a flip chart paper and few markers to each group.
16. Give 5 minutes to note their answer. After 5 minutes ask a group to present their answer.
17. After the presentation of first group ask other groups to add new information and summarize the main points of food hygiene.

Review**10 minutes**

1.  Tell the participants you are going to divide them into four groups and that each group will be given one topic from the lesson to review.
2. Divide participants into four groups. Assign each group one of the following topics: Hand washing, personal hygiene, food hygiene, menstrual hygiene.
3. In their groups, ask the participants to decide on 3-4 key messages for each of their topics. Give the groups 2-3 minutes to decide on their key messages.
4. Ask each group to present their key messages to the large group.

Reflections on Lesson

Menstrual Hygiene	
Do	Do not
Proper and safe disposal of pad	Throw away used pad (not proper or safe disposal of pad)
Drying napkins in direct sunlight	Dry napkins in cool and dark place
Washing hand after using pad	Not washing hand after using pad
Regular change of sanitary pads/ napkins	Flush pad in toilet
Managing proper dustbin for pad collection in ladies toilets in camps and schools	No proper collection of used pads
Maintaining sanitation and hygienic behavior ex, bathing, using clean clothes, staying in clean environment	Not maintaining sanitation and hygienic behavior ex, not taking bath, using filthy/dirty clothes, living in poor sanitation

Kitchen Hygiene	
Do	Do not
Keep clean (wash your hand before cooking, keep kitchen/ cooking area clean)	Not washing hand before cooking, not cleaning the kitchen/ cooking area
Eat fresh foods only	Do not eat foods that is smelly or that is not fresh
Clean cooking utensils regularly	Not cleaning utensils and re-using them
Keep food covered or in closed container	Keeping food open
Keep raw and prepared food separate	Storing all food together
Wash fruits and vegetables especially if eaten raw	Not washing food properly before eating
Proper cooking (cook food thoroughly)	Not storing food properly and eating left over foods
Baby's bottles and feeding equipment should be properly sterilized	Not cleaning baby's bottles and feeding equipment properly

Sanitary pad is thrown away	Sanitary pad is dumped
Sanitary pad is dried in sunlight	Sanitary pad is dried in cool dark place
Not washing hand after using sanitary pad	Not maintaining hygienic behavior
Burning sanitary pad	Storing pad safely for next use
Flushing pad in toilet	Washing hands with soap after using sanitary pad
Throwing pad in incinerator	Eating nutritious food during menstruation
Regularly changing pad	