

## Lesson Plan 10: Hygiene

### Hand-washing, MHM and food hygiene



2 hr. 55 minutes

#### Lesson Description



This lesson focuses on providing participants with critical information about hand washing and maintaining hygiene during menstruation along with personal hygiene and food hygiene. Participants will explore issues and also identify strategies to resolve those issues and maintain good hygienic practices.

#### Learning Outcomes



1. Describe critical times of hand washing
2. Demonstrate hand washing steps
3. Identify ways to maintain personal hygiene, Menstrual hygiene, food hygiene and household hygiene

#### Materials



- Brown sheet paper
- Permanent markers
- Meta-cards (at least 3 different color)
- Bucket
- Glass of water
- Snacks (chocolate without wrapper/ cookie/ biscuits)

#### Preparation



- Read and prepare lesson plan
- Prepare chocolate or cookies
- Prepare hand washing song

#### Introduction

5 minutes



1. Mrs Laxmi is well educated working woman. She clearly understands the importance of hand washing with soap at critical times. Generally at critical times, she puts on soap in her hands, rubs palms once or twice and washes immediately. One day she suddenly fell sick with acute diarrhea. She was taken to the health center and it was found that improper way of hand washing with soap was the cause.
  - Has this kind of incident ever happened in your community?
  - What can be done to overcome the problem?
2. Present the learning outcomes

#### Hygiene and importance of Hygiene

15 minutes



1. Ask to the large group what do they understand by hygiene.
2. Allow few participants to answer voluntarily
3. Summarize “hygiene” as below and add if necessary.  
According to the World Health Organization (WHO), "Hygiene refers to conditions and practices that help to maintain health and prevent the spread of diseases."
4. Again ask participants what are the importance of hygiene, why is it important to maintain hygiene?

5. Give a minute to think. After a minute, ask participants to volunteer their ideas.
6. Summarize participants response, (note any response if needed) and discuss further.



**Trainer note:** Remember to focus on hand washing, personal hygiene, and household hygiene.

7. Inform participants that they are going to play a game and for this 3 groups are essential.
8. In their groups, participants will be provided by meta-cards (possibly different colored cards to different groups).
9. In discussion within their groups, participants are to write the related term to the assigned topic and will have to paste it on the board within 2 minutes time.
10. Now paste a brown sheet at front and divide into 3 columns with heading of personal hygiene, household hygiene and environmental hygiene. (Numbers of columns can be increased as per requirement, ex. menstrual hygiene, etc.)
11. Assign each group a title and inform them their time starts now.
12. After 2 minutes ask groups to stop and review the outcomes and announce the group with more number of correct terms as winner.

**Trainer note:** Add important terms like hand washing and other if necessary.

### Personal Hygiene

**30 minutes**



1. Tell participants that they have accomplished a huge achievement, so they deserve a break. Provide a piece of snack (chocolate without wrapper/cookie/ biscuits) to all participants.
2. Once all got their share, tell participants to utilize the time to have some fun. Inform participants that you are going to show a magic and ask for permission.
3. Ask one volunteer to come in front, ask him/her to show his/her hand to the large group.
4. Ask participants if they see anything in his/her hand.
5. Now bring a clean glass of water and ask participants, how is the water, is it clean or not?
6. Then introduce a clean bucket and ask participants to see if it is clean or not.
7. Now ask the volunteer to wash his/her hand with the water in the bucket.
8. Thank the volunteer and collect the water on a clean glass and ask participants to see the magic.
9. Ask participants by telling them the condition: hands were clean, water and glass was clean even bucket was clean, then why the color of water changed.
10. Ask few participants to volunteer their thoughts and summarize it; though our hands seem clean, there might be various contaminants in our hand. This is the reason we need to wash hands our at critical times.



**Trainer note:** link the importance of hand washing with the cookie; we might be aware on importance of hand-washing but this is the difference between knowledge and practice.

11. Ask participants, what the critical times of hand washing are. What does it mean?
12. After few answers from participants, summarize critical times of hand washing with the poster and also discuss the formulae for remembering it. (AATI and PATI)
13. Inform participants, now they know the importance of hand-washing and critical times, ask participants if they are aware on steps of hand-washing.

14. If participants are aware on steps of hand-washing, ask participants to demonstrate few. Thank the participants who volunteered and repeat the steps again.



**Trainer note:** Remember to add steps if volunteer missed any.

**Optional,**

Inform participants, it is very important to wash hands following the six steps but we always forget what they are, so we can remember it with a song to remember those six steps.

- Facilitator will sing first followed by the participants.

15. Ask participants, where they usually wash their hands. Also ask if they need specific place to wash their hands.
16. Summarize to the participants that the place they have allocated for washing their hands is known as Hand-Washing Station. Also add information that Hand-washing Station can be made with locally available materials. But Soap and water are inseparable parts of Hand-washing Station.



**Trainer note:** Locally available materials for Hand Washing station can be bricks, flats stones or planks of woods to be placed slightly inclined in the floor so that the water doesn't get accumulated and the water needs to be drained and safely disposed.

There are various form of hand washing stations and various ways to keep soap and water safe. Some of them are:

- Tippy tap: Explain this is an option of HWS where there is high chance of contamination
  - Soap hole (A hole is made to keep soap safely. It is generally made by removing a single brick from the wall)
  - Soap disc
  - Soap in net
17. Ask participants to imagine two scenarios: one, you are out of toilet and you find a hand-washing station (soap and water) nearby. In next scenario: you are out of toilet and you see hand-washing station at a distance.
18. Ask participants which one they would prefer and why. Ask few ideas to volunteer and summarize the discussion that have hand-washing station nearby is better. Share an example: you are out of toilet and on the way to hand-washing station and your phone rang or an important person calls you.  
(Nearby means possible within 20 steps)
19. Similarly ask participants, for maintaining personal hygiene is it enough to wash hand only or we should practice other behavior as well? Also ask participants to add possible examples.
20. Add on more information on personal hygiene and also focus on a separate space for bathing (bathing station). Similar to hand-washing station, bathing station is important.
21. Ask and discuss with participants, why is it important and how can we construct it.
- Trainer note:** No privacy for bathing station leads to improper bathing or infrequent bathing that can cause different skin rashes and allergy. Bathing space can have the floor similar to that of Hand-Washing Station with locally available materials. Also for privacy, walls or enclosing of bathing station can also be done by locally available materials. Example: straw, plastic, old rags sack, etc.

1. Discuss with the participants, bathing and bathing station is more important for females during their menstruation period; when they are supposed to maintain their cleanliness and bath frequently.
2. To discuss more about menstrual hygiene, inform the participant that they will be doing a group work.
3. In their groups, participants will be discussing on the topics/ questions given to them and write the answer on newsprint paper.
4. Divide the participants into 4 groups and provide one topic to each group.

**Topics for discussions are as follows:**

- What is menstruation for you or how would you define menstruation?
- What are the points to be emphasized in MHM?
  - Types of sanitary pads
  - Proper disposal of used pads
  - Tips on using sanitary pads
  - Do's and Don'ts
- Why is it important to maintain MHM?
- What is the role of other members in a family or community in maintaining MHM.



**Trainers note:** importance of sharing with opposite sex about MHM should be covered within above question, how menstrual hygiene can be managed in school level and community can also be included in above discussion.

5. Give 5 to 7 minutes for the group work. After the time is up, ask groups to present their outcome and summarize the outcomes. Add more information if missing.
6. Ask and discuss with participants on following questions: Management at school level and community level
  - a. What is the current practice of management of hygienic material in school level and community level?
  - b. Is there any difference between earlier practices and current ones?
  - c. What do you think is possible for better upgrading in practices of MHM in school level and community level?



**Trainer note:** Do's and Don'ts of menstrual hygiene, Types of sanitary pads, Pad disposal site: incinerator, site, etc., Tips on using sanitary pads all, should be included in this point.

7. Inform participants that a lot of information about MHM in school level and community level has been discussed but change is essential in household level and should start from it. So finally let's talk about:
  - Different practices that are been followed in their home during MHM.
  - Reasons behind following them
  - Do they really want to follow them or want to change?
  - If they want to change, how they can make it happen?

**BREAK**

**Food hygiene**

**45 minutes**



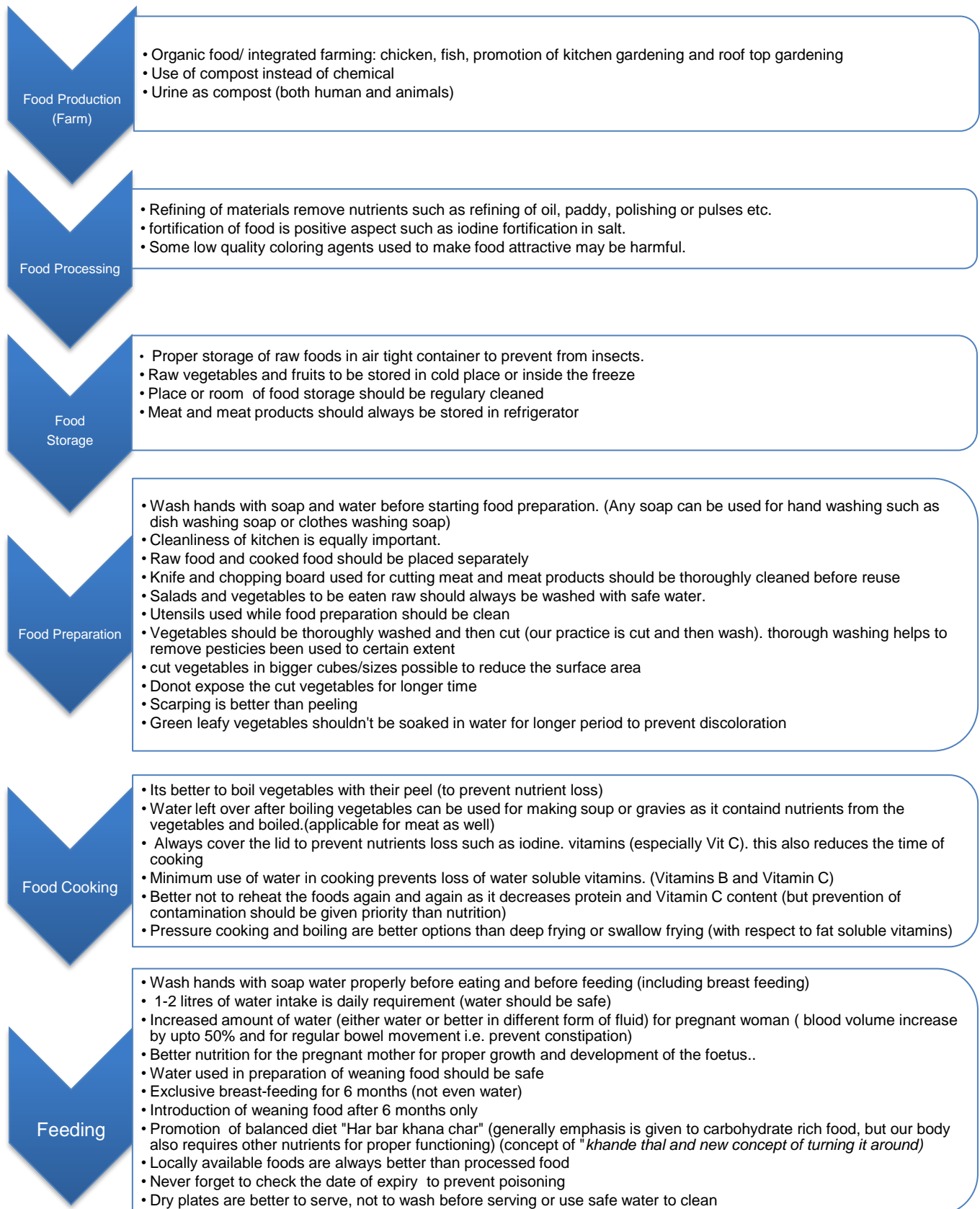
1. Ask the participants what did they had for their breakfast/lunch?
2. As they answer different types of food, again ask them why they had variety of food and why not a single food item? Why not they eat potato or rice or any certain type of food only.
3. Why is it important to consume different varieties of food?



**Trainer notes:** Answer might include: there are varieties of nutrients available in varieties of foods which is a necessary for overall growth and development of human body, for balanced diet, (*harek bar khana char*)

4. Ask the participant, "Do you think nutrients are remained as prior as it was harvested when we consume the respective food?"
5. Again Ask to the participants how these nutrients are lost? Discuss briefly on the topic with the following chart.

## Food Hygiene Flow chart





6. Ask participants what is relation between WASH and nutrition or why do we need to talk about nutrition/ food hygiene in WASH or total sanitation.
7. Discuss with participants and inform participants that we can elaborate through a memory game.
8. In the game participants are divided into groups and for their groups some cut pieces will be provided which they have to arrange.
9. Also inform to participants that they will get a chance to look the arranged chart for few seconds.
10. Ask participants if they are clear on the instruction. Repeat or clarify as per need.
11. Divide the participants into 4 to 5 groups, provide each group a stack of cut pieces of the memory game and display the chart for 20 seconds.

**Trainer note:** Make sure none of the group is arranging the cards of cheating for the game.

12. After time is over, hide the picture and ask participants to start to arrange their cards.
13. Give 10 minutes time to arrange the cards, after time is over, visit all groups and see the results.
14. Thank all groups for their efforts and reveal the earlier chart and discuss further on how WASH is related to nutrition and food hygiene with examples.



**Trainer note:** make sure to include following points while discussing the relation between WASH and nutrition.

- Dish washing platform (*juthelno*), dish drying bed (*chang/machang*)  
Dish Washing Platform is somewhat similar to Hand Washing Station. Some points to remember while dish washing are:
  - a. The utensils should not come in contact with soil while washing
  - b. The waste water should not accumulate and drain properly. There should be proper disposal system.
  - c. Other waste water (disposable waste) should also be properly disposed (dump into pit)
  - d. The utensils after washing should be properly dried. While drying also it should not come in contact with the soil (or even animals like chickens, ducks, dogs etc.)
  - e. Utensils can be dried by making a table like structure and if it is not possible just put them in a bucket.
- Protecting *Silauta*: raise height or cover
  - a. *Silauta* are usually placed in *aagan* in rural context and in terrace in case of urban
  - b. In both the cases *Silauta* are always left uncovered
  - c. In such cases the *Silauta* can get contaminated by various means such as feces of birds, get licked by pets (dogs and cats), dirt from air, etc.
  - d. For protection, *Silauta* can be properly washed after use and then either cover it or turn it over.
  - e. While using it again, it is better to wash before use.
- Protecting water
  - a. Water used for household purpose is usually stored in buckets and *gagri*.
  - b. Many times they are left uncovered.

- c. In such cases, even if the water are safe, there are higher chances of contamination.
  - d. Contamination can be by various means such as flies, animals, rats, air pollutants or even by children (children usually play with water while left open)
  - e. To protect water from contamination, always cover the water containing vessels. These water containing vessels can also be placed at a slight height so that the children can't play.
  - f. Always clean the vessels before restoring water.
  - *Gobbar le lipne*
    - a. Some organisms found in the dung are believed to ingest the harmful organisms in the surrounding. Thus dung acts as disinfectant against certain organisms.
    - b. *Gobbar lipne* is an ancient practice being followed to keep the house safe from certain germs.
15. Inform participant that they are going discuss on few tips regarding Food Hygiene and elaborate them.

**Tips:**

- ✓ Use of vinegar/ lemon and salt to treat pesticides used vegetables
- ✓ Don't keep the milk open or exposed to light (this can destroy vitamin B)
- ✓ Use of baking soda while cooking destroy Vitamin c and thiamine (Vit B)
- ✓ Limit the number of preliminary washing before cooking (this can destroy thiamine and nicotinic acid)
- ✓ Good food hygiene: the 4 Cs
  - Cross-contamination (separate raw food and cooked food)
  - Cleaning
  - Chilling (helps to prevent growth of bacteria)
  - Cooking

**Household Sanitation****15 minutes**

1. Present a scenario to the participants.  
 Basant/Basanti lives in a VDC of Makwanpur. Both of them are working couple so it was difficult for them to clean the entire house every day. But whenever they got time, they clean their house.  
 It's been raining from a week, on a Saturday the sun shines bright. So they decided to clean their entire house on a leisure time. Some of the situation of the house is explained below:
  - Dirty kitchen
  - Unmanaged room
  - Pile of clothes to be washed
  - Stagnant water in the pits around house
  - Unmanaged animal shed
  - Drenched mattress
  - Waste management
  - Waste segregation
2. Divide participants into 3 to 4 groups. Ask each group to prioritize the list of activity to be done and also mention how they will do it. The ultimate goal is "Clean-House".
3. Give 1-2 minute for the activity and after the time, ask groups to present their discussion.



4. Summarize the household sanitation with addition of points if missed.



**Trainer note:** Include mattress drying in sun, aeration of room, cleaning stagnant water in yards, management of animal sheds, etc.

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### Review

**20 minutes**



1. Divide participants into 4 groups.
  2. Ask each group to discuss on one topic: steps of hand washing, critical times of hand washing, hand washing station and bathing station.
  3. Ask few ideas from each group to share their outcome in large group.
  4. Again divide participants into 4 different groups and ask each group to discuss on menstrual hygiene, food hygiene and household hygiene.
  5. Again ask for few answers from each group and summarize.
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### Reflection on Lesson

**WASH and Malnutrition (Memory game)**

