

# HOW TO WASH OUR HANDS

## Session Objectives

By the end of this session, the participants will be able to:

1. Demonstrate how to properly wash their hands.
2. Know how to wash hands in an area where water is scarce.

## SESSION AT A GLANCE: How to Wash Our Hands

| Activity   | Time       | Materials  |
|--|------------|--|
| <b>A. Introduction</b><br><br>Trainer introduces the topic of hand washing and presents the objectives.              | 5 minutes  | - Flipchart, tape, markers<br>- Poster   |
| <b>B. Climate Setter</b><br><br>Trainer, using drawings, gets the participants to think about dirty and clean hands. | 5 minutes  | - Two drawings: dirty hands and clean hands  |
| <b>C. Demonstration 1</b><br><br>Trainer shows dirty hands and correct washing procedures.                           | 10 minutes | - Pitcher of water<br>- Tub of water<br>- Soap<br>- Tub of mud                     |
| <b>D. Demonstration 2</b><br><br>How hands can carry germs from one person to another.                               | 5 minutes  | None   |
| <b>F. Reading, Drawing Conclusions, and Summary</b>  | 10 minutes | - <i>Outreach Worker's Handbook</i><br>- Prepared page with key points for summary |



**35 minutes**

## PREPARING TO TEACH THIS SESSION: How to Wash Our Hands

Before you present Module 3, Session 1:

1. Gather all the required items: soap, water, pitcher, and basin. Have the tub of mud covered so the participants can't see what's inside.
2. Prepare copies of the "How Do We Wash Our Hands" poster, one for each table (ideal) and/or one for hanging in front of the room. The poster is available in the *Outreach Worker's Handbook* p. 45 and *Collection of Resource Materials*.
3. Make 2 drawings: 1) draw a person with demonstrably dirty hands and 2) draw a person with "clean" hands.
4. Research some locally appropriate ways that people clean their hands when water isn't available (sand, ashes, cinders, wiping with cloth, etc.). In most settings, people use water so this may not be an issue.
5. Prepare a flipchart page with key points from the session to use as a summary.



### Trainer Note:

This session on *how* to wash hands may be combined with the session on *when* to wash hands. They are separated here in case the community outreach worker would like to do two separate sessions.

## TRAINING ACTIVITIES: How to Wash Our Hands

A. Introduction to the Session (5 minutes)

1. Welcome the participants. Tell them that during this session they are going to learn about how to wash their hands properly and how dirty hands can transmit germs.



### Trainer Note:

Once again, be aware of using the word "germs." Make sure that participants understand the concept of germs, and use the appropriate term in the local language, if possible.

## B. Climate Setter (5 minutes)

1. Walk around the room with the two drawings (dirty/“clean” hands).
2. Ask for some volunteers to answer questions (examples below) by pointing.
  - Which person would you like to fix your meals?
  - Which person would you like to weed your garden?
  - Which person would you like to hand you pills when you’re sick?
  - Which person would you like to change your bicycle tire?
3. Say that for many activities, we like people with clean hands. For some activities, it doesn’t matter. Stress that hands can look “clean” and still be dirty. Recall the session on “clear” but “not safe (potable)” water when the water was clear, but in fact was contaminated by feces. Hands also can look clean but may not be, so it’s better to be safe and wash them properly. We’re going to learn about how to correctly wash hands during this session.

## C. Demonstration One (10 minutes)

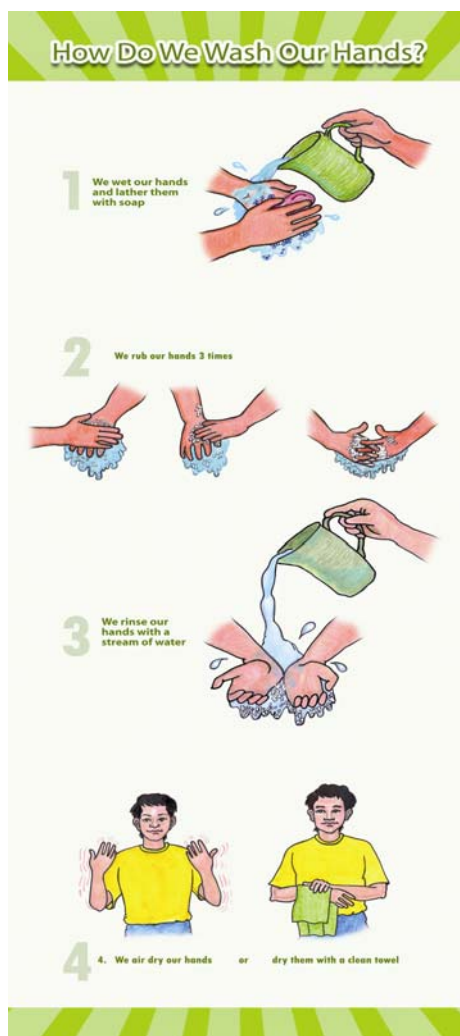
1. Invite one volunteer to participate in an exercise without saying what that exercise will be.
2. Have the volunteer stand in front of the room so everyone can see him or her and have the volunteer put hands in the tub of mud that you have uncovered.
3. Ask the volunteer to make sure that his/her hands are covered with mud.
4. Then ask the volunteer to smell hands and say what it smells like.
5. Then ask the volunteer to look closely at his/her hands and describe the feeling of having dirty hands.
6. Again, so everyone can see and follow along, have the volunteer wash his/her hands as s/he would normally. Ask the participants to be sure to watch everything that the volunteer does.
7. Now ask the volunteer to describe how his/her hands smell and feel.
8. Then ask the participants to tell you what steps the volunteer followed during the hand washing.
9. Record these on a flipchart. Have a discussion about what they might do differently from what the volunteer did while washing: “Which steps might be missing?” “What would you do differently?”

## Trainer Note:



The idea here is to have a list of steps for hand washing generated by the volunteer and the participants, which you can then compare with the poster. The end product will be a “corrected” list of steps generated first with input from the participants and the volunteer and then supplemented with information from the poster and facilitator.

1. Show the “How Do We Wash Our Hands?” poster. Review the steps on the poster. Compare the poster with the list of steps generated by the volunteer and the participants.



We wet our hands and lather them with soap.

We rub our hands 3 times.

We rinse our hands with a stream of water.

We air dry our hands or dry them with a clean towel.

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2. Explain that treated (chlorinated, boiled, SODIS, filtered) water isn't necessary to wash hands. However, they **MUST** use soap or an abrasive such as sand or ash. Say it's best to rinse under a stream of water and let the hands air dry. In some locations, recommendations

include drying hands on a clean cloth or towel, although a clean cloth or towel is unlikely to be available in many settings. Air drying is the best alternative in most situations.

3. If soap is not available or affordable, people can use ash, sand, or even mud as an alternative to soap, as long as they wash and rinse (with running water) thoroughly. The sand or ash act as an abrasive and “rub off” the dirt and germs.

D. Demonstration Two (5 minutes)

1. Invite another volunteer to the front of the room without explaining what you’re going to do. Stand next to the volunteer so that everyone can see you and the volunteer. Simulate a violent coughing fit, covering your mouth with your hand. Then offer that same hand to the person for a handshake and greeting.
2. Ask the participants what they just saw. Ask what did they think might happen when you shake the volunteer’s hand. Listen carefully to the answers.
3. Lead a discussion with the large group about how our hands are always dirty with germs (like when they were covered with mud) even if we can’t see the germs. Make the connection about how we transmit germs from one person to another with our hands. Ask the participants to tell you what other tasks they do that can get their hands dirty.

E. Reading, Review, and Drawing Conclusions (10 minutes)

1. Ask the participants to review p. 18 in the *Outreach Worker’s Handbook* about washing hands by reading selected passages. Additional information for trainers and participants is also available in the *Collection of Resource Materials* section for Module 3, Session 1. An alternative to reading aloud is to pose a question to the group and then let them search for the answer in the supplemental materials.

**A. *Who should wash their hands?***

Everyone should wash their hands: adults, the elderly, young people, children, and babies. If children are unable to wash hands by themselves, an adult should help them.

**B. *With what should we wash our hands?***

We should wash our hands with water and soap. To wash our hands correctly, we wet them, soap them, rub them together at least three times, clean under our nails, and rinse them with running water. We air dry them by shaking them or we use a clean towel or rag (only if a *clean* one is available).

**C. *If I don’t have soap, what can I use as a substitute?***

Soap is the best cleanser to use, but if no soap is available or affordable, you can use ash, sand, or even mud as an alternative to soap because all of these are abrasive so they help loosen (or “rub off”) the germs or dirt. You should then rinse under a stream of water.

**A. Is “clean” water, i.e., pure or treated water, necessary for washing my hands?**

No, washing your hands with any water makes them cleaner if you also use a cleaning agent such as soap, sand, or ash. It is better to rinse your hands with running water.

2. Then on p. 71 in the *Outreach Worker’s Handbook* ask participants to record their thoughts about teaching this session as an outreach worker:
  - What did they learn?
  - Do they think the demonstrations will work with their audiences? Why or why not?



**Trainer Note:**

The questions may be answered orally and the answers recorded by the trainer on a flipchart.

3. Review summary points:
  - Sometimes hands get dirty.
  - Sometimes hands don’t appear dirty but can still transmit germs.
  - The steps for proper hand washing are \_\_\_\_\_ (fill in from the two lists).
  - Ash, sand, and mud are possible substitutes for soap.
  - When water is scarce, we \_\_\_\_\_ (fill in from the discussion).
4. Make the link to the next session. Now that they know *how* to wash their hands, it’s important to know *when* to wash their hands (at what moments).

# WHEN TO WASH OUR HANDS

## Session Objectives

By the end of this session, the participants will be able to:

1. Identify four key moments for hand washing.
2. Describe local conditions regarding hand washing and begin thinking about what they've learned and planning how to apply it when they're working with their own audiences.



## SESSION AT A GLANCE: When to Wash Our Hands

| Activity   | Time       | Materials   |
|--|------------|---|
| <b>A. Introduction</b><br>Trainer introduces the topic of when to hand wash and presents the objectives.   | 5 minutes  | - Flipchart, tape, markers  |
| <b>B. Climate Setter</b><br>Trainer asks the participants to volunteer to tell the others when they wash their hands.  | 5 minutes  | - Flipchart, tape, markers  |
| <b>C. Table Task</b><br>Trainer distributes the pictures from the poster and asks the participants to sort them according to “before” or “after.”                          | 10 minutes | - Sets of six images from poster cut out: one set of six images for each table<br>- Extra images from magazines showing a range of human activities |
| <b>D. Large Group Discussion</b><br>Participants report on and talk about their sorting. Trainer and other groups correct as necessary.                                    | 10 minutes | None  |
| <b>E. Table Task</b><br>Participants add anything they want to the “before” and “after” columns.   | 10 minutes | - Extra small pieces of paper and markers on the table (optional)   |
| <b>F. Reading, Drawing Conclusions, and Review of Hand Washing</b><br>Participants take turns reading from the <i>Outreach Worker’s Handbook</i> and record their answers. | 45 minutes | - <i>Outreach Worker’s Handbook</i>   |



# 85 minutes

## PREPARING TO TEACH THIS SESSION: When to Wash Our Hands

Before you present Module 3, Session 2:

1. Photocopy (or cut out of magazines) some pictures of people doing everyday tasks—changing diapers, preparing food, putting on their clothes, brushing teeth—enough for about five pictures per table.
2. If pictures are not available and the participants have some degree of literacy, you can write the phrases suggested in step number 1, above, (and add more examples) on pieces of paper. The idea is to present a range of human activities so the participants can discuss when they should wash their hands.
3. Mark the *Outreach Worker's Handbook* p. 19 for the question and answers on when to wash hands and mark the reflections/conclusions page at the end of the handbook, p. 71.
4. Take a page of flipchart paper and make a list of key points from the session.

## TRAINING ACTIVITIES: When to Wash Our Hands

### A. Introduction to the Session (5 minutes)

1. Welcome the participants. Tell them that during this session they are going to learn about the critical times for washing their hands. They should be able to identify at least four times when they should wash their hands. Conclude that there are “before” times (washing hands *before* something) and “after” times (washing hands *after* something). Do not reveal the four times, which are: before preparing food, before eating food, after using the toilet, and after cleaning the baby’s bottom.
2. Continue by saying that at the end of the session, they will have a chance to take a look at some of the conditions and practices regarding hand washing in their own communities and how they might help people use improved hand washing techniques.

### B. Climate Setter (5 minutes)

1. Ask the participants *when* they presently wash their hands with soap or another cleansing agent such as ash.

**Trainer Note:**

If people seem reluctant to discuss their own habits, phrase the question as, “When do people in your community wash their hands?”

2. Then ask what they’ve noticed about hand washing in their community so as to get some more details: How many times a day do they wash their own hands? Do they help their children wash? Do many people wash with water only? What products do they use? How much does soap cost? Etc.
3. Record their answers as they call them out on a piece of flipchart paper.

**Trainer Note:**

Do not belabor this climate setter. The purpose is to get the participants thinking about when they wash their hands.

## C. Table Task (10 minutes)

1. Distribute the sets of pictures (or words)—one set of pictures per table. Add extra images of human activity as needed.
2. Tell the participants to sort all the images/pictures into two groups: in one group put pictures of people doing things that require them to wash hands *before* they do them (like preparing meals); in the other group put pictures of people doing things that require them to wash their hands *after* they do them (like changing the baby).
3. Give them a couple of minutes to sort the pictures. Walk around as they work. If the participants say “it doesn’t matter,” tell them to establish a third category of pictures.

**Trainer Note:**

Some of this information was covered in the previous session. Refer back to that session if necessary. Remember as a general guideline (also found in the handbook p. 19):

*Key times for washing hands:*

- Before eating
- Before preparing food
- After going to the latrine or the bathroom
- After changing diapers or otherwise contacting feces

*Other times:*

- Before breastfeeding
- After returning from the field

## D. Large Group Discussion (10 minutes)

1. Have the groups report the results of their sorting exercise. Let the reports be the basis for some discussion. Some possible questions to get started:
  - How many “before” pictures do you have?
  - How many “after” pictures do you have?
  - How many pictures did your group put into the “didn’t matter” group?
  - What did your group notice about the pictures?
  - Can your group estimate how many times someone would wash his or her hands if that person washed when recommended?
  - What do you think are the most critical times for washing hands?

## E. Table task (10 minutes)

1. After each table has reported, have the participants go back and add anything they feel should be part of the two lists (e.g., before praying). They can write these on paper.

## F. Reading, Drawing Conclusions, and Reviewing (45 minutes)

1. Ask the participants to review the questions and/or the poster below about the times when hands should be washed. The questions are available in the *Outreach Worker’s Handbook* p. 19, and the poster is available on p. 46 in the *Outreach Worker’s Handbook* and in the *Collection of Resource Materials*.

A. ***When should we wash our hands?****Key times:*

- Before eating
- Before preparing food
- After going to the latrine or the bathroom
- After changing diapers or otherwise coming into contact with feces

*Other times:*

- Before breastfeeding
- After returning from the field



As an alternative activity, ask the participants a couple of questions and have them search for the answers in the supplemental reading.

2. Then record on p. 71-72 in the *Outreach Worker's Handbook* their thoughts about teaching this session as an outreach worker:
  - What did they learn about when to wash their hands?
  - Do they think they can use the pictures to illustrate when the best times are to wash hands?
  - Would the sorting exercise work in their community?



**Trainer Note:**

This may be done orally with the trainer recording the answers on a flipchart.

3. Review summary points from this session:

- You wash your hands before \_\_\_\_\_ (*fill in*).
  - You wash your hands after \_\_\_\_\_ (*fill in*).
  - You should always wash your hands with soap or ashes or sand, because water alone will not get them clean enough, and you should rinse them using running/pouring water.
4. Link to the next session: The next session takes a look at how much water is necessary for proper hand washing.

# HOW MUCH WATER DOES IT TAKE TO WASH YOUR HANDS WELL?

## Session Objectives

By the end of this session, the participants will be able to:

1. Demonstrate how much time and water it takes to wash hands well.
2. Describe several ways to overcome water scarcity in order to achieve “ideal” hand washing.

## SESSION AT A GLANCE: Amount of Water for Hand Washing

| Activity  | Time       | Materials  |
|---|------------|--|
| <b>A. Introduction</b><br><br>Trainer introduces the topic of water use and the session's two objectives.               | 5 minutes  | - Flipchart, tape, markers   |
| <b>B. Climate Setter</b><br><br>Trainer asks participants to think about how long it might take to properly wash hands. | 5 minutes  | - Flipchart, tape, markers   |
| <b>C. Large Group Work</b><br><br>Participants will observe how much water is used for proper hand washing.             | 30 minutes | <ul style="list-style-type: none"> <li>- Bar of soap</li> <li>- Water container (jerry can, pitcher, jug) filled with water</li> <li>- 2 buckets or basins large enough to catch several liters of water</li> <li>- A large cup to measure wastewater</li> <li>- Flipchart with water calculation table drawn</li> </ul> |
| <b>D. Reading, Drawing Conclusions, and Reviewing</b>   | 20 minutes | <ul style="list-style-type: none"> <li>- <i>Outreach Worker's Handbook</i> for more information on hand washing with tippy taps</li> <li>- <i>Outreach Worker's Handbook</i> for drawing conclusions</li> <li>- Chart for summary points</li> </ul>  |



**60 minutes**



## PREPARING TO TEACH THIS SESSION: Amount of Water for Hand Washing

Before you present Module 3, Session 3:

1. Copy the water calculation table (p. 123) on a large flipchart.
2. Gather all the necessary materials: basins, buckets, measuring cup, etc., and ensure a good supply of water, if possible.
3. Also collect soap and, if appropriate, ashes and/or sand as a cleansing agent.
4. Set up a hand washing station.

## TRAINING ACTIVITIES: Amount of Water for Hand Washing

### A. Introduction to the Session (5 minutes)

1. Explain that in this session participants will learn more about overcoming barriers to proper hand washing. Hand washing should be made as easy as possible by keeping water and the cleansing agent in several places: beside the latrine, outside the kitchen or eating area, and next to a bedbound person's bed. When there is a lack of convenient hand washing stations with water and soap, it is much less likely that people will wash their hands well and when needed. Another reason that people do not wash their hands is that it can use a fair amount of water, which can be difficult for households that have limited access to water or have to pay for water.

Let's start by talking about how much water is needed to wash your hands properly.

### B. Climate Setter (5 minutes)

1. Ask the participants to guess how much water it takes to effectively wash hands that:
  - Are very dirty from working in the fields
  - Look clean but just changed the baby's dirty diaper
2. Record participant answers on the flipchart.

### C. Large Group Demonstration and Table Task (30 minutes)



### Trainer Note:

Have hand washing supplies ready on a table for the demonstration and measurement: bar of soap, a water container (e.g., jerry can, pitcher, jug) filled with water, and a bucket/bowl large enough to catch several liters of water. Also have available four large cups or vessels with which to measure the wastewater.

1. Ask for one volunteer to come in front of the training room to demonstrate correct hand washing for all the participants. Ensure someone assists him or her so the water can flow to rinse hands. Ask the observers to remember the steps learned in the last session on the proper ways to wash your hands and have them coach the hand washing volunteer on correct technique. Ensure that all the wastewater is caught in the basin/bucket.



### Trainer Note:

Encourage the group to focus on correct technique, not on the amount of water. Pour water over the volunteer's hands, and use as much as reasonably possible. You do **not** want to try to be careful and reduce the amount of water in this demonstration. This contrasts later with the savings using the tippy tap in the next exercise. Be sure to keep the cups nearby so they can be used to measure the water from hand washing with the tippy tap.

2. Fill a cup with wastewater from the basin and pour it into an empty bottle/basin. Continue until the wastewater is gone, having the participants count the number of cups that it took. Have the group take notice of how full the bottle/basin is (mostly full, overflowing, half full, etc.) and display it somewhere in view. Explain that they are going to use this measurement in the next exercise.




### Trainer Note:

Place the bottle/basin with the measured amount in a location where it can be easily seen by all participants. Toward the end of this module you will compare this amount with the amount of water used by washing hands with a tippy tap.

3. Next, explain that participants will look at how many times a day a typical family needs to wash their hands and how much water that household would need. Ask the participants to think about a family of six and figure roughly how many times a day this means they will wash their hands. Let's assume that this family of six has an infant, one toddler less than two years of age, two older children, one man who is ill and bedbound and takes medication three times per day, and one woman who currently has her menstrual period.

- Walk the participants through the following table (posted on the wall or a flipchart), briefly explaining the numbers and the math, but not dwelling on it.



**Trainer Note:**  
See completed table below. The point of this exercise is not to teach the outreach workers HOW to do this, but rather to illustrate the large amount of water a family would need to practice “ideal” hand washing. As you are walking through the table, if the participants disagree with the estimations, you can change the estimated numbers. If you do, be sure to also change the total.

## Water Calculation Table

| <b>Example for Family of Six</b><br>(including one infant, one toddler, two older children, one man who takes medication three times per day and is bedbound, and one woman who currently has her period) |   |  |  |
|---|---|--|--|
| <b>Example</b>  | <b>Column “A”<br/><br/>Number of times a day/<br/>each person</b> | <b>Column “B”<br/><br/>Number of family members doing this</b>           | <b>Total number of times a day<br/><br/>(Multiply Column A x Column B)</b> |
| After defecation  | 2   | 4<br>(woman, man, 2 older children)<br>(2 babies don’t wash THEIR hands) | 8  |
| After changing a nappy/diaper and cleaning a baby’s bottom  | 6   | 2  | 12   |
| After changing material used to absorb menstrual blood  | 4<br>(menstrual period)   | 1  | 4  |
| Before preparing food/cooking   | 3   | 2 (mother and daughter)  | 6  |
| Before taking/giving medication   | 3   | 1 (father)   | 3  |
| Before eating   | 3   | 4  | 12   |
| Before feeding  | 3   | 1 (toddler that is eating solids)  | 3  |
| Before breastfeeding  | 6   | 1 (baby that is still breastfeeding)                                     | 6  |
| <b>TOTAL</b>  |   |  | <b>54 TIMES A DAY</b>  |

5. Explain that now they have an estimate that this family of six needs to be washing their hands 54 times per day.



**Trainer Note:**

Fifty-four times per day is from the total for the table above. If the participants have changed the numbers as you go through the table, then refer to the estimated number they came up with.

6. Tell participants that they will now multiply the number of washes a family must do per day (e.g., 54 hand washings per day in the example above) by the amount of water it takes to wash your hands. Locate this bottle/basin filled with water used in just ONE hand washing and ask the participants to imagine 54 of those bottles/basins. THIS is the amount of water it would take our example family to wash their hands each day in an ideal fashion.
7. Acknowledge to participants that it takes a lot of water for a family of six to wash their hands properly! Lead a discussion with the group, asking participants about the following key points:
  - a. What kind of container is used in the communities to transport water?
  - b. How far do people in the community have to go to get their water?
  - c. How many extra trips to the water source (e.g., well, tap, etc.) would be required each day to follow the ideal recommendation of hand washing at the critical times?
  - d. Who actually transports the water (young girls, the woman of the household?) What would this extra burden mean for them?
8. Now ask participants if these kinds of issues will affect whether someone will or will not wash their hands at critical times. Spend two minutes gathering responses.
9. Acknowledge to the participants that indeed the amount of water required to wash hands at each critical moment can be a major barrier to families actually practicing hand washing. Tell them that it is the job of the outreach worker to help families figure out how to overcome this barrier.
10. Spend another two minutes and facilitate a discussion with the participants about what they might say to a family that feels that it doesn't have enough water to wash hands. Record the key messages on the flipchart. Make sure you get their ideas in their own words.



**Trainer Note:**

At this stage, the participants might or might not have any ideas about what a family can do to minimize water usage. If the discussion is stuck, guide it by:

- Asking how the outreach worker would work with a family to prioritize certain times for hand washing over others from the list.
- Asking if anyone has seen or heard of any devices that let you wash your hands using a small amount of water. Tell the participants that you will later review how to make and use a device that is called a tippy tap, which helps you save water when hand washing, but do not spend very much time discussing tippy taps now since they will be covered in the next session.

D. Reading, Drawing Conclusions, and Reviewing Hand Washing (20 minutes)

1. Ask the participants to turn to p. 18 in the *Outreach Worker's Handbook* to see more information on hand washing (these are the same pages as Module 3, Session 1 and Module 3, Session 2). Since this information has already been covered in the training, it does not have to be discussed again here.
2. Then, on p. 72 of the *Outreach Worker's Handbook*, have participants record their thoughts about teaching this session as an outreach worker:
  - What did they learn about the amount of water necessary for hand washing?
  - Do they think they can help a family find ways to address a lack of water availability? (Note that they will be learning much more about tippy taps in the next session.)



**Trainer Note:**

This may be done orally, with the trainer recording the answers on a flipchart.

3. Review summary points:
  - The amount of water necessary for “ideal” hand washing is substantial and can present a major barrier to hand washing. Even when people know that they should wash, they frequently don’t because there is simply not enough water.
  - Outreach workers working with families can do much to help families find ways to practice hand washing, even when water is scarce. These strategies include helping families prioritize times for hand washing and using a tippy tap to conserve water.
4. Link to the next section by saying they are going to look at how to build a tippy tap.

# BUILDING A TIPPY TAP

## Session Objective

By the end of this session, the participants will be able to:

1. Describe how to build and install a tippy tap.

## SESSION AT A GLANCE: Building a Tippy Tap

| Activity   | Time       | Materials   |
|--|------------|---|
| <b>A. Introduction</b><br><br>Trainer introduces the topic of tippy taps and the session's one objective.                    | 5 minutes  | - Flipchart, tape, markers  |
| <b>B. Climate Setter</b><br><br>Trainer asks the participants to relate any experiences they might have had with tippy taps. | 5 minutes  | - Flipchart, tape, markers  |
| <b>C. Large Group Demonstration</b><br><br>Trainer outlines how to build, install, and use a tippy tap.                      | 30 minutes | - Poster with illustrations of tippy tap construction and use<br>- Candle<br>- Pliers<br>- 5 liter plastic container  |
| <b>D. Table Task</b><br><br>Participants build a tippy tap at the table.   | 30 minutes | - Enough supplies for each table  |
| <b>E. Reading, Drawing Conclusions, and Review</b>   | 15 minutes | - <i>Outreach Worker's Handbook</i> for more information on tippy taps<br>- <i>Outreach Worker's Handbook</i> for drawing conclusions<br>- Chart for summary points |



85 minutes

## PREPARING TO TEACH THIS SESSION:

### Building a Tippy Tap

Before you present Module 3, Session 4:

1. In most cases, tippy taps are used for water conservation, but they are also a quick and convenient way to set up hand washing stations in appropriate places that remind people to wash their hands at critical times. This session should be included if the program manager determines that the construction and use of tippy taps would be feasible in the program area.
2. Select a tippy tap design from the *Collection of Resource Materials* or from a local design that families use effectively. Print out the design for use in the session. Make sure materials (plastic containers, candle, pliers, strings, and hooks) are available. If cost is an issue, plan to do only the demonstration and eliminate the table work of building a tippy tap. Plan the demonstration so that everyone can see.
3. If appropriate, have other types of containers available, such as gourds or clean jerry cans, which might be used for tippy taps instead of the plastic containers.
4. Prepare (or use previously created) flipcharts with review points from the sessions on hand washing. Have these available.
5. Prepare a flipchart sheet with review points for the session.

## TRAINING ACTIVITIES:

### Building a Tippy Tap

#### A. Introduction to the Session (5 minutes)

1. Welcome the participants. Tell them that during this session they are going to learn how to build a tippy tap. They will have the chance to see how a tippy tap is made and will work on building a tippy tap at their tables (only if materials are available).

#### B. Climate Setter (5 minutes)

1. Begin by asking the participants if they think people in the community have enough water for their needs. If not, ask the participants what people do to conserve or minimize the use of water.



If people state there is not enough water or that water has to be carried to the house from an outside water source, mention that one way to help economize water for hand washing is to use a tippy tap.

2. Explain that in the previous sessions they focused on when and how to wash hands. In the last module, they saw how much water it takes to wash hands well. Say that often water is scarce in the community or has to be hauled long distances to the household and that by building tippy taps, families can do effective hand washing with just a little bit of water.
3. Having a tippy tap in one or more key places near the house is a good reminder that hands should be washed and enables people to do so more easily. Ask where people should place tippy taps. The best places would be just outside the latrine and just outside the kitchen area.

C. Large Group Demonstration (30 minutes)

1. Invite everyone to stand around the table.
2. With the poster in view, build a tippy tap, following the steps on the poster.



**Trainer Note:**

Several designs for making tippy taps are shown in the *Collection of Resource Materials*. Work with the design(s) that you feel is (are) most feasible for the local communities.

D. Table Task (30 minutes)

1. Have each table build a tippy tap.
2. Once each table has a tippy tap, see if there's time to hang them up and use them.
3. Initiate a discussion of how they might introduce this concept into their communities.
4. If feasible, allow some participants to use the tippy taps to wash their hands. Ask for their reactions; e.g., "How was washing your hands using the tippy tap?"

E. Reading, Drawing Conclusions, and Reviewing (15 minutes)

1. On pp. 72–73 in the *Outreach Worker's Handbook* they should record their thoughts about teaching this session as an outreach worker:
  - What did they learn about building tippy taps?
  - What materials are available in the community for building a tippy tap?
  - Do they think they can demonstrate this in the community?

**Trainer Note:**

This may be done orally, with the trainer recording the answers on flipchart paper.

2. Review summary points:

- Tippy taps are easy to build.
- Tippy taps allow people to wash their hands using very little water.
- Tippy taps may be made out of locally available materials.
- Tippy taps remind us to wash our hands and help us to do it better.
- Good places to place a tippy tap are in the food preparation area and near a latrine.

3. Link to the next section by saying the next session will be a hand washing synthesis.

# HAND WASHING SYNTHESIS

## Session Objectives

By the end of this session, the participants will be able to:

1. Summarize what they've learned about hand washing.
2. Identify some of the major issues facing the community regarding hand washing.
3. Identify some of the potential audiences you will be working with to promote good hand washing.
4. Describe barriers and motivators for adopting new practices around hand washing.

## SESSION AT A GLANCE: Hand Washing Synthesis

| Activity  | Time       | Materials   |
|---|------------|---|
| <p><b>A. Introduction to the Session</b></p> <p>Participants review highlights of hand washing sessions.</p>  | 5 minutes  | <ul style="list-style-type: none"> <li>- Flipchart, tape, markers</li> <li>- All the previous session posters on hand washing</li> </ul>  |
| <p><b>B. Large Group Activity</b></p> <p>Participants discuss how to apply what they've learned about hand washing to their specific communities.</p> | 60 minutes | <ul style="list-style-type: none"> <li>- Flipchart, tape, markers</li> <li>- All previous session posters on hand washing</li> <li>- Copies of the matrix for each table and/or large copy for the front of the room</li> </ul> |



**65 minutes**

## PREPARING TO TEACH THIS SESSION: Hand Washing Synthesis

Before you present Module 3, Session 5:

1. Gather all the previous sessions' flipcharts on hand washing.
2. Make copies of the Hand Washing Matrix on p. 30 of the *Outreach Worker's Handbook* (also in *Collection of Resource Materials Module 3, Session 5*) for each table or have one very large copy in front of the room. A chart of common barriers and solutions is also available at the end of this session, on p. 12 of the *Outreach Worker's Handbook*, and in the *Collection of Resource Materials*.

## DETAILED TRAINER NOTES: Hand Washing Synthesis

### A. Introduction to the Session (5 minutes)

1. Review the highlights of the sessions on hand washing or ask the participants what key points they remember regarding when and how to wash hands, how to dry hands, how much water and time it takes, and how to build a tippy tap (if that session was done). Make sure you have the flipcharts from the previous hand washing sessions hanging where the participants can see them.
2. Tell the participants that during this session they will have the chance to consolidate all their thoughts about hand washing. At the end of the session, they will have a clearer idea of what strategies they might want to promote in the area of proper hand washing with soap.

### B. Large Group Activity (60 minutes)

1. Move the participants so that they are sitting with others from their own organization, if appropriate. Post or distribute copies of the Hand Washing Matrix (*Outreach Worker's Handbook*, p. 30 or *Collection of Resource Materials* section for Module 3, Session 5). A chart of common barriers and solutions is also available at the end of this session, on p. 12 of the *Outreach Worker's Handbook*, and in the *Collection of Resource Materials*.

Ask each group (or individual participants) to think about the following:

- Based on what they've learned about the importance of hand washing with soap, why is this an important practice to promote?

- Who are some of the potential audiences they should be working with (individuals, families, groups, schools, and children)? Be specific.
- What are some of the prevalent current practices regarding hand washing?
- What could the community members be doing instead of some of the current (not so ideal) behaviors?
- What are some of the barriers to changing people’s behaviors?
- What are some of the enabling factors that will help people change their behavior?
- What, of the activities they saw demonstrated, might they do in their community?



**Trainer Note:**

The idea is to have participants think about the different communities where their organization is presently working and use that as the basis for filling in the table. They should try to fill out at least one column.

## Consolidation Matrix for Hand Washing

| Major Hand Washing Issues  | Community One | Community Two | Community Three |
|--|---------------|---------------|-----------------|
| Possible community members for mutual planning or opportunities for creating awareness |               |               |                 |
| Current behaviors regarding hand washing   |               |               |                 |
| Some possible alternatives   |               |               |                 |
| Barriers to adopting new practices   |               |               |                 |
| Enablers to adopting new practices   |               |               |                 |
| Specific potential activities for the outreach worker                                  |               |               |                 |

2. Conduct a large group discussion as necessary. Charts can be posted around the room for a gallery walk, if time permits. The chart at the end of this session should be used to facilitate this discussion.

Below is some additional information about barriers to hand washing that can be used in this discussion.

| Common reasons why people don't wash their hands as recommended (barriers)   | What an outreach worker can do to address this barrier  |
|--|---|
| People don't know how important the practice is. They don't connect dirty hands with diarrhea, and/or they consider diarrhea a "normal" and not dangerous condition. | Explain/teach/demonstrate the concept of dehydration—that diarrhea leads to children losing so much water that they get sick and can die. Mention what happens to crops when they don't get enough water. Acknowledge that children with diarrhea are too common now, but that it doesn't have to be that way—one of the key ways to reduce diarrhea is good hand washing.            |
| Hands don't look dirty.  | Use coughing and sneezing in hand exercise.   |
| Soap is not easily available to purchase or affordable.  | First try to <i>motivate</i> people to purchase hand soap, even if it is difficult. Note that the bar of soap can be cut into smaller pieces, so one bar can be "spread" across multiple hand washing stations. If people feel that they cannot buy soap, then ask them to wash with ashes, sand, or mud...whichever is most acceptable and available.                                |
| People have poor access to water, so they don't want to use too much for things like hand washing.   | There are three basic ideas to consider together with the mothers or families: (1) use a tippy tap or some other water-saving device; (2) figure out a way to get more water for the family; (3) when water is most scarce, wash only at the most critical times (in most places, after defecating, cleaning a baby's bottom or diaper, or otherwise coming into contact with feces). |
| People are too busy.   | Try to motivate hand washing with soap as often as possible, but emphasize the most critical times.   |
| People don't have a good place to wash where all the supplies (soap, water, etc.) are located together.  | Encourage every family to prepare at least one hand washing station, ideally one at the latrine and one where food is prepared; engage respected community members to do the same.  |
| People don't wash at critical times.   | Teach what the most critical times are; prioritize critical times if washing at all recommended times is not acceptable or feasible.  |
| People don't wash thoroughly enough.   | Organize public demonstrations, using children and adults, to model good hand washing technique.  |
| People dry hands on whatever soft material is available (often dirty).   | Encourage people to air dry.  |

- Link with the next module and session now that they have completed their studies of water. They are going to be looking at the key practice of proper and safe disposal of human waste (feces). There are three sessions on isolating feces: 1) a review of the dangers, 2) how to dispose/isolate feces, and 3) latrines.