

SESSION PLANS

Day 1



Module 4, Session 1:

Washing Hands with Soap (or Ash) and Water

Session Learning Objectives

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

1. Describe critical times for hand washing.
2. Demonstrate correct hand washing practice using soap (or ash) and water.

Time: 60 minutes

Prep Work

Before you teach:

1. Assemble all the supplies needed for the hand washing demonstrations:
 - 1 small bar of soap
 - 2 bowls or basins (katasa large enough for hand washing)
 - 1 jerrican (or container) full of water—it is not necessary for the water to be treated
 - 1 basin or bowl of mud (soil mixed with some water to form a thick mud), large enough to be able to dip your hands in it
 - 1 small bowl of ash (the fine powder remaining after wood or coal is burned)
 - 1 clean towel
2. Write the following on a piece of flipchart paper:

Daily Evaluation:

- a. What did you find very useful in today's session?
- b. Is there anything you found to be unclear or difficult to understand?
- c. Any comments/suggestions?

3. For each participant, have one of each of the following three counselling cards: **Critical Times to Wash Hands**, **How to Wash Your Hands**, and **Where to Put a Hand Washing Station**.

Trainer Steps: Hand Washing with Soap (or Ash)

A. Introduction to the Session

Say that during this session, the participants will learn when it is most important to wash their hands, how to properly wash their hands with soap, and what to use if soap is not available.

B. Climate Setter: Passing Germs onto Our Hands

1. Invite a volunteer to the front of the room without explaining what you are going to do. Stand next to the volunteer so that everyone can see you and the volunteer face-to-face. Simulate or pretend that you have a violent coughing fit, covering your mouth with your hand. Immediately after you stop coughing, apologise to the volunteer, and
2. Shake his/her hand (with the same hand you used to cover your mouth).

Trainer Note:



If the trainer has a real cough or is sick, she/he should not participate in this demonstration. Instead, get a second volunteer to stand in for the trainer and tell her/him to do the fake coughing/sneezing and handshaking. The trainer should ensure that someone who is ill does not participate in this activity. The point behind the activity is that germs are not visible to the eye.

3. Immediately after releasing the volunteer's hand, ask the volunteer:
 - How do your hands look?
 - Do your hands look any cleaner or dirtier than when you walked up here?

Trainer Note:



In reality their hands are much dirtier.

4. Ask the other participants:

- What did you just see?
- What happened when I shook (*insert name of the volunteer*)'s hand?
- What does this volunteer have on his/her hands now?

Trainer Note:

Listen carefully to the answers. If participants don't respond, explain that what they saw could put the volunteer's health at risk because of the transfer of germs from the cough (air) to the hand and then to the volunteer's hand.

5. Wash your hands and have the participant wash his/her hands. Set the water/katasa aside to measure the water later.
6. Lead a short discussion with the large group about how our hands are always dirty with germs even if we can't see or smell the germs. Explain that we transmit germs from one person to another with our hands. Hands come in contact with many germs throughout the day, including when cleansing ourselves after we defecate. No matter what material is used to clean after defecating, hands still get dirty from the faeces, even if the dirt (germs) cannot be seen or smelled. For this reason, both hands should always be washed using water and soap or ash after defecation or after going to a latrine (critical times for hand washing will be discussed in detail in the next section).
7. Explain that one very common way infections are transmitted is by hand. Studies conclude that hand washing at critical moments could reduce the risk of diarrhoeal disease by as much as 45 percent¹ and also suggest that unclean hands contribute to the spread of respiratory infections.

Trainer Note:

Ensure responses include the following concepts:

- **Contact spreads contamination. When our hands touch ANY contaminated item, surface, or object (including human skin) those hands will be contaminated with germs (bacteria and viruses) from that source.**
- **Germs can be transferred directly from hand to mouth.**
- **Germs clinging to unwashed hands can easily transfer to food and from food to mouths. Germs also can transfer easily from unwashed hands to other people and surfaces.**

¹ V. Curtis and S. Cairncross. 2003. Effect of Washing Hands with Soap on Diarrhoea Risk in the Community: A Systematic Review. *Lancet Infectious Diseases* 3: 5 275 – 81.

- **The number of germs on hands soars after defecating.**
- **Unclean hands can easily spread the germs that cause diarrhoea, especially through clients who have a weakened immune system and can more easily get an infection.**

9. Re-emphasise that the most dangerous germs that enter the body are from hands that have not been cleaned after using the latrine. Then, transition to the discussion session on when we wash our hands.

C. Large Group Discussion: Critical Times to Wash Our Hands (15 minutes)

1. Tell participants that “hand washing experts,” usually list four times as “critical times” for washing hands. These times include:

“Critical” Times for Hand Washing (for anyone)	
Before preparing food/cooking	After defecation
Before eating or feeding someone	After changing a nappie/diaper and cleaning a baby’s bottom

- a. Say that these critical times were chosen because they focus on our mouths (putting food in our mouths, putting food in someone else’s mouth, getting food that will be put in our mouths ready) and handling faeces/cleaning our “private parts” (the rectal area and genital area of the perineum). The main reason that the critical times focus on our mouths and handling faeces/cleaning of the “private parts” is because getting the “germs” that are in faeces into our mouths (through our hands, food, water, etc.) is what can cause many illnesses, including diarrhoea. By washing our hands at these critical times, we can prevent getting germs.
- b. Say there are additional times that are “critical” for HBC providers and caregivers to wash their hands because of the special things they do in taking care of a client. For instance, care providers/givers need to wash their hands after cleaning the sick person’s faeces/“private part” area (to get the germs from the faeces off their hands so they do not spread them). Care providers/givers frequently handle medications and need to wash their hands before they touch them (so that they do not get germs onto the medications). Care providers/givers often also clean and dress wounds and need to wash their hands before and after because the pus in wounds can have many germs (such as viruses, including HIV) that can spread illness.
- c. Ask participants to open their **Participant’s Guide to page 24, item 7. When You Wash Your Hands**, and have a participant read the “Before” and “After” list out loud.

**Trainer Note:**

Chart indicates the following critical times.

Critical Times for Hand Washing for HBC Providers and Household Caregivers	
Before preparing food/cooking	After defecation (cleaning your own “private parts” [perineal area])
Before eating or feeding someone	After cleaning a client’s “private parts” (e.g., cleansing for urination, defecation, menstruation).
Before taking or giving medication	After changing a nappie/diaper and cleaning a baby’s bottom
Before putting on gloves, cleaning wounds, or handling any blood or body fluids	After taking off gloves, plastic sheet/ wrapping when cleaning wounds, or handling any blood or body fluids

- d. **Distribute the Counselling Card** labelled **Critical Times to Wash Hands**, which is printed on **GREEN PAPER** (see copy in Module 4 Annex 1) and point out to participants that a copy of this card can be found on **page 25** of the **Participant’s Guide**. Tell participants that the images on this Counselling Card were chosen especially for HBC providers and caregivers in the home since they include situations that are specific to taking care of someone who is ill. The situations on the Counselling Card were selected because research in Uganda² showed that these were important times when care providers and caregivers often are not washing their hands. Point out that most of the images deal with the issue of getting germs into our mouths (through food, when eating/feeding someone/when taking or giving someone medication) and around handling faeces/urine/menstrual blood (after defecating, after a caregiver cleans a client’s “private parts,” after a client cleans his/her own “private parts,” after cleaning a baby’s bottom). Two of the images deal with handling blood or other body fluids and cleaning wounds (which could spread germs, including HIV).

² Xavier Nsabagasani and Brendon Barnes. 2008. Report on the Implementation of Small Doable Actions to Improve Hygiene Practices in the Care of People Living with HIV/AIDS. Hygiene Improvement Project. Plan Uganda; and, Xavier Nsabagasani and Brendon Barnes. 2008. Identifying Small Doable Actions to Improve Hygiene Practices in the Care of People Living with HIV/AIDS: Focus Group Discussions and In-Depth Interviews. Hygiene Improvement Project. Plan Uganda.

- e. Say, "There are many other important times to wash your hands, but we are not going to review them now since we are focusing on the critical times for hand washing for HBC providers in Uganda."
- f. Ask participants, "What do you think most influences people on whether or not to wash their hands at the critical times?"

**Trainer Note:**

Spend one or two minutes getting responses, including barriers to hands washing.

- g. Remind participants that hand washing should be made as easy as possible by keeping hand washing water and the cleansing agent beside the latrine, in the kitchen or food eating area, and in the area near a bedbound client. Acknowledge that lack of hand washing supplies (water and soap) is a common reason why people do not wash their hands. Now we will review the best technique for washing your hands with soap.

**Trainer Note:**

Ensure the bowl of mud, towel, hand washing supplies, etc. are ready before starting the next activity.

D. Large Group Activity: Demonstration and Discussion on How to Wash Your Hands with Soap or Ash (20 minutes)

Correct Hand Washing Technique

1. Invite one volunteer to participate in a demonstration (without saying in advance what is going to happen) and have he /she stand at the front so that the entire group can see him/her.
2. Have the volunteer stand next to the basin (bowl) of mud. Be sure that the volunteer is standing so that all attendees can observe his/her actions.
3. Ask the volunteer to:
 - Dip his/her hands in the mud
 - Look at his/her hands
4. Ask him/her to describe the feeling of having dirty hands.

5. Put two basins (large bowls) of water, a jug of water, and a clean towel near the volunteer. Make sure that the volunteer is standing so that everyone can observe his/her actions.
6. Tell the participants to observe closely the volunteer's actions because when he/she is finished, you are going to ask some questions about what he/she did.
7. Invite the volunteer to:
 - Wash his/her hands
 - Look at his/her hands



Trainer Note:

Do not volunteer to pour water/assist the volunteer unless the volunteer asks you. Given what you place on the demonstration table, it is possible that the volunteer will re-dip his/her muddy hands back in the water bowl to rinse his/her hands rather than ask someone to help him/her by pouring water with a jug to rinse with running water. It also is likely that the volunteer will reach for the towel to dry his/her hands rather than air-dry them. This observation exercise can be a good teaching opportunity if it is well planned and facilitated.

8. Ask the volunteer to describe the feeling of having his/her hands clean.
9. Ask the participants:
 - Which steps did he/she follow to wash his/her hands?
 - Which steps would they do differently?
 - Which steps were missing?
10. Ask the participants to open the **Participant's Guide** to **page 22, item 5, How to Wash Your Hands with Soap (or Ash)**. Ask a participant to read the text out loud.

Trainer Note:

The five outlined steps in the **Participant's Guide** include the following:



- **Step One: Wet both of your hands with water.** It does not matter if the water you use is in a bowl or whether it is running water. It is important to use running water only when rinsing your hands.
- **Step Two: Lather with soap.** (Note: if no soap is available, it can be replaced with ash, another cleansing agent).
- **Step Three: Rub your hands together thoroughly.** It is the soap (or

ash) combined with the scrubbing action that helps loosen and remove germs. Be sure to clean under your nails.

- **Step Four: Rinse your hands with running water.** Rinse with water poured from a water container such as a jerrican, jug, cup, or tap to sweep away the loosened germs.
- **Step Five: Shake the excess water off your hands and allow them to air-dry.**

11. Distribute the **Counselling Card**, labelled, **How to Wash Your Hands**, (see copy in Module 4, Annex 1) to participants and give them a chance to look over the card. Explain that they can use this card with their clients and caregivers in the home when they are talking with them about proper hand washing. Compare how the volunteer demonstrated hand washing and discuss any steps that the volunteer did differently from the instructions on the Counselling Card. Also be sure to praise the volunteer on the things he/she performed correctly while washing his/her hands. Ask participants if they have any questions about the correct technique.

12. Discuss the following questions:

- What is the function (“job”) of the soap and rubbing?



Trainer Note:

The soap and rubbing loosen the dirt and germs (bacteria and viruses) that are stuck to the skin.

- What is the difference between rinsing your hands by dipping them in the bowl versus pouring water over your hands?



Trainer Note:

Pouring water is the preferred method because the dirt and germs that have been loosened from the skin by the soap and rubbing are “swept off” the hands by the action of the water flowing over them. You should *not* rinse your hands by dipping them into a bowl of water since the dirt and germs don’t get “swept off.”

- Should you dry your hands on a towel or air-dry them?



Trainer Note:

Shaking the hands and air-drying them is the preferred method. The cloth/towel/clothing that are used to dry hands are almost never truly clean (unless they have just been

laundered) and by drying on a dirty cloth you can recontaminate your hands. You should *not* dry your hands on your clothes (for example, rubbing them across your thighs or bottom) because you can recontaminate your hands.

13. Explain that allowing your hands to air-dry after they are washed is an important step to hand washing. Bacteria and viruses (like any germ) grow much more rapidly in a wet or damp material (like a damp towel).
14. Ask the groups what essential elements are needed for hand washing (where soap and water are available).

**Trainer Note:**

Should include soap (or ash), a water container (e.g., jerrican, jug, cup) or tap to wet and rinse hands, a basin/bowl/sink for the dirty water to fall into, and water (note: the water does not need to be treated water).

15. Explain to participants that there is no need to use treated (chlorinated or boiled) water for hand washing. Explain that room temperature, untreated water can be effectively used to wash hands as long as there is friction (rubbing) with a cleaning agent (such as soap or ash) and the germs are rinsed from the hands under a stream of water. However, tell participants that in urban areas (such as Kampala) where there are many people living in crowded conditions, it is better if people DO NOT wash their hands with surface water, such as water collected from puddles, ponds, sewer water, etc. This water is considered to have so many germs that it is not best for hand washing.

**Trainer Note:**

In urban settlements with very high population densities and no improved sanitation or drainage infrastructure, surface water (e.g., rivulets, puddles, ponds, gutters, ditches, rivers) should be considered to be grossly contaminated. Any human contact with these waters should be avoided. This includes the use of these waters for hand washing with soap. In these environs, water from shallow wells that access unprotected aquifers should also be considered contaminated, unless proven otherwise by water quality analysis. Water from improved sources such as well-maintained rainwater catchment systems, community tap-stands, or tanker trucks is generally suitable for hand washing.

Discussion on Using Ash as an Alternative to Soap

16. Ask participants what Ugandans would use to wash their hands if soap is not available. Write down items on flipchart.



Trainer Note:

This could include ash, pawpaw leaves, sand, instant hand sanitiser liquids/gels, or other products. This training is particularly focused on ash as an alternative to soap because the formative review/field work found that ash is a cost-effective abrasive (rough) substance that is widely available in Uganda and already used by some Ugandans,³ and ash has been demonstrated to be an effective cleansing agent.

17. Tell participants that although it is best to use soap when washing hands, sometimes they may need to use alternatives to soap when soap is not available.
18. Explain that ash is a cleansing agent and a good substitute for soap. Although it does not clean your hands as well as soap or smell as nice as soap, it does a very good job loosening the germs from the skin. It is a substitute that is widely available in almost every household, and it does not cost anything. Ask participants to open the **Participant's Guide to page 24, item 6, What You Need to Wash Your Hands**, and inform them that this section of the guide includes the information that was just covered on what you need to wash your hands.



Trainer Note:

The components of ash are very coarse (or abrasive). A coarse, abrasive substance such as ash is a material that can wear down, polish, or rub away something once it is combined with friction or rubbing. Using ash has been shown to remove dirt and germs from hands and cut down on contamination of the hands. Ash is found after a fire (e.g., wood or coal) has burnt out. The best ash to use for hand washing is like a fine powder and does not have large chunks of wood or coal debris remaining in the substance.

³ Xavier Nsabagasani and Brendon Barnes. 2008. Testing Small Doable Actions to Improve Hygiene Practices in the Care of People Living With HIV/AIDS. Hygiene Improvement Project. Plan Uganda; and, Xavier Nsabagasani and Brendon Barnes. 2008. Identifying Small Doable Actions to Improve Hygiene Practices In the Care of People Living With HIV/AIDS: Focus Group Discussions and In-Depth Interviews. Hygiene Improvement Project. Plan Uganda.

E. Correct Hand Washing Technique Using Ash

Small Group Practice

1. Ensure that the following supplies are on the table at the front of the room: a bowl of ash, a water container (e.g., jerrican, jug, cup) or water tap to wet and rinse hands, and a bowl large enough to catch the water.
2. Ask for one volunteer to come to the front of the room to practise washing his/her hands with ash. Tell him/her that the exercise involves washing his/her hands as discussed in this session but he/she will replace the soap with ash. The individuals that are observing the hand washing should critique/review the technique according to the steps on their Counselling Card.



Trainer Note:

The participant should wash his/her hands just as he/she does with soap, but replacing the soap with ash. He/she should have enough ash on his/her hands to coat them/clean them, just as with soap.

3. Ask the volunteer:
 - What did it feel like to wash your hands with ash?
 - Do your hands feel cleaner, dirtier, or the same?
 - How do your hands feel?
4. Invite the remaining participants to try washing their hands with ash during one of the tea breaks and leave the supplies out on a table where they can easily use them.
5. Ask if there are any questions about using ash to wash your hands and respond accordingly.

Transition to the next session when participants will discuss hand washing stations.

F. Where to Keep Hand Washing Supplies

Large Group Activity

1. Explain that a hand washing station is a place that has all the supplies for hand washing in ONE place, including water, soap (or ash), a container (or water tap) that allows you to pour water over your hands when rinsing, and (if necessary) a container to catch dirty water. Tell participants that having a hand washing station increases the chance that people will actually wash their hands. It is especially

important to set up a hand washing station by your latrine and/or near where food is prepared and eaten.

- Facilitate a BRIEF discussion with participants about hand washing stations. Suggested questions include:

- “Where do you and/or your clients usually keep the water, soap (or ash), and container(s) for hand washing in the household?” “And why did you place it in that location?”



Trainer Note:

Hand washing stations are best placed near where the “critical times” for hand washing should occur, such as near the latrine, next to the bed if the client is bedbound, or outside the kitchen or food eating area. The lack of a convenient hand washing facility, water, and soap are common reasons why people do not wash their hands.

- “Where would you place a hand washing station for a bedbound client who needed to wash his/her hands?”



Trainer Note:

Participant response should include placing a hand washing station within reaching distance of the bedbound client.

- “What would you include in a hand washing station for a bedbound client?”



Trainer Note:

Participant response should include placing a container of water that is easy to pour for a bedbound client, a bar of soap or bowl of ash, and a basin to catch the water.

- Ask participants to open the **Participant's Guide** to **page 26, item 9, Hand Washing Station**, and inform them that this part of the guide includes the information on what items a hand washing station should have and where it should be located. Distribute the **Counselling Card** labelled, **Where to Put a Hand Washing Station**, (see copy in Module 4, Annex 1) and ask a participant to read the card. Tell the participants that they should use this card with their clients/caregivers in the home when discussing hand washing stations.

G. Review the Main Points of the Session

Washing Hands with Soap (or Ash) and Water

Review Summary Points

- Sometimes hands don't appear dirty but can still spread germs. Our hands are always dirty, so we want to keep them as clean as possible.
- There are many times when we should wash our hands. However, as providers of care, we must ensure that we are always washing our hands during the following critical times:

Critical Times for Hand Washing for HBC Providers and Household Caregivers	
Before preparing food/cooking	After defecation (cleaning your own "private parts" [perineal area])
Before eating or feeding someone	After cleaning a client's "private parts" (e.g., cleansing for urination, defecation, menstruation)
Before taking or giving medication	After changing a nappie/diaper and cleaning a baby's bottom
Before putting on gloves, cleaning wounds, or handling any blood or body fluids	After taking off gloves, plastic sheet/ wrapping used when cleaning wounds or handling any blood or body fluids

- Rubbing hands with soap and water loosens the germs from the skin.
- While using soap is a preferred method of washing hands, rubbing hands with ash (and water) also loosens germs from the skin.
- Rinsing the hands then removes the germs from the hands.
- How hands are dried is very important. Air drying is best as towels or clothing can easily recontaminate hands.
- The steps in correct hand washing technique are (1) wet your hands with water, (2) lather with soap (or ash), (3) rub your hands together thoroughly, cleaning under your nails, (4) rinse your hands with running water, and (5) shake the excess water off your hands and allow them to air dry.

H. Daily Evaluation

Hang the piece of flipchart paper with the daily evaluation questions where all the participants can see it. Ask the participants to write the answers to the questions on a sheet of paper (without their names). After the participants complete and turn in their

daily evaluations, thank them for their participation and remind them what time Day 2 will begin.

Trainer Note:

The questions for the daily evaluation should be:

1. What did you find very useful in today's sessions?
2. Is there anything you found to be unclear or difficult (to understand)?
3. Any comment/suggestion?





Day 2

Module 4, Session 2:

Minimising Amount of Water Used for Hand Washing

Session Learning Objectives

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

1. Describe the content and importance of hand washing stations.
2. Demonstrate how to make a tippy tap (hand washing device).
3. Describe how a tippy tap conserves water in situations where not much water is available.

Time: 1 hour, 25 minutes

Prep Work

Before You Teach:

1. Assemble all the supplies needed for the tippy tap exercises:
 - 5 nails of about 6 inches length (one for demonstrating building tippy tap, four for participants to use in small groups when building the tippy tap)
 - 5 pieces of cloth (one for demonstrating building tippy tap, four for participants to use in small groups when building the tippy tap)
 - 5 candles or lighters (1 for demonstrating building tippy tap, 4 for participants to use in small groups when building the tippy tap)
 - 5 pieces of rope 0.5 metres long and five pieces 1 metre long (1 for demonstrating building tippy tap, 4 for participants to use in small groups when building the tippy tap)
 - 5 three- or five-litre jerrican containers (one for demonstrating building tippy tap, four for participants to use in small groups when building the tippy tap)
 - 5 pieces of soap (one for demonstrating building tippy tap, four for participants to use in small groups when building the tippy tap)
 - 5 sticks or pieces of wood the same length as the piece of soap
 - 5 screwdrivers, knives, pieces of wood, or other tool that can make a hole through the soap

- 5 matchbooks (for lighting candles)
 - 5 sticks about 1 metre long for foot pedal (1 for demonstrating, 4 for participants to use in small groups when building tippy taps)
 - 1 stick about 1 metre long for tippy tap handle (on tippy tap that is being built during demonstration)
 - 1 already-completed tippy tap
 - 1 water container (e.g. jerrican, jug) filled with water
 - 2 buckets/bowls large enough to catch or hold several litres of water
 - 1 Tumpeco cup
 - 1 marker (to mark hole for tippy tap)
2. Prepare a heading on a piece of flipchart paper that says “tippy tap.” List the following statements under this heading:
 - Allows a family to do hand washing with less water
 - Reduces contamination because it only requires user to touch the soap (or ash container) during hand washing
 - Is low-cost and easy to build out of locally available materials
 - Provides a place to store the soap (or ash) so it is easily available during hand washing
 3. Copy the “Water Calculation Table” (see item “C 3” below) on flipchart paper writing largely enough so that everyone will be able to see it.
 4. For each participant, have one of each of the following two Counselling Cards: **How to Build a Tippy Tap for Hand Washing** and **Different Kinds of Tippy Taps**.

Trainer Steps: Minimising Amount of Water Used for Hand Washing

A. Introduction to the Session

Explain that in this next session participants will learn more about overcoming barriers to frequent hand washing. Hand washing should be made as easy as possible by keeping hand washing water and the cleansing agent beside the latrine, outside the kitchen or food eating area, and next to a bedbound client's bed. The lack of water and soap are common reasons why people do not wash their hands, and having a hand washing station can address that issue. Another reason why people do not wash their hands is that it can use up a fair amount of water and this 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.

B. Climate Setter

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

C. Amount of Water Used in Hand Washing

Large Group Demonstration



Trainer Note:

Have hand washing supplies ready on a table for the demonstration and measurement: bar of soap, a water container (e.g. jerrican, jug) filled with water, and a bucket/bowl large enough to catch several litres of water. Also have available a Tumpeco cup, which holds ½ litre or 500 ml, 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/her so he/she has flowing water to rinse his/her hands. Ask the observers to **pull out the Counselling Card on How to Wash Your Hands**, and have them coach the hand washing volunteer on correct technique as described in the Counselling Card. Ensure that all the wastewater is caught in the bucket/bowl.

**Trainer Note:**

Encourage the group to focus on correct technique, not on the amount of water. You do not want to try to save water in this demonstration. Pour water over the volunteer's hands, and use as much as reasonably possible. This contrasts later with the savings using the tippy tap in the next exercise.

2. Take the wastewater from the bucket and pour it from the bucket into the empty Tumpeco cup. Measure/estimate how much water was used. State, "We just used 'X' amount of water for ONE correct hand washing" (replace the 'X' with the amount that was measured). Write this amount on flipchart paper with the heading "WATER ESTIMATE" and post it on the wall. Explain that you are going to use this measurement in the next exercise.

**Trainer Note:**

Place the flipchart with the measured amount in a location where it can be easily seen by all participants. Toward the end of this module, you will write next to this amount the amount of water used by washing hands with a tippy tap.

3. Next, ask participants to open the **Training Handouts** to **page 12, HAND WASHING: Module 4, Session 2: Household Water Calculation Table**. Post the flipchart paper with the "Water Calculation Table" (that you prepared before the training) on the wall where everyone can see it. Explain that you will look at how many times a day a family needs to wash their hands and how much water that household would need. Say, "Let's think about a family of six, and let's 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 2 years of age, two older children, one man who takes medication three times per day and is so ill he is bedbound, and one woman who currently has her menstrual period."

**Trainer Note:**

See completed table below.

Water Calculation Table			
Example for family of six s (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)			
EXAMPLE	Column "A" Number of times a day/ each person	Column "B" Number of family members doing this	Total number of times a day (Multiply Column "A" with Column "B")
After defecation	2	3 (woman, 2 older children; the 2 babies don't wash THEIR hands)	6
After cleaning a client's "private parts" area	4 (1 for defecation, 3 for urination)	1 (ill bedbound man)	4
After changing a nappie/diaper and cleaning a baby's bottom	6	2	12
After changing material used to absorb menstrual blood	4 (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	5	1 (baby that is still breast feeding)	5
TOTAL			55 TIMES A DAY

**Trainer Note:**

Upon completion of this exercise, most groups estimate a range of 40-80 washes are needed per day in the household. The example is just to make a point, so do not be concerned with the precise number.

4. Explain that now you have an estimate that this family of six needs to be washing their hands 'X' many times per day (replace the 'X' with the number estimated with the participants).

**Trainer Note:**

In the example table above, this would mean the family needs to wash their hands 55 times per day.

5. Tell participants that you will now multiply this number of washes a family must do per day (e.g., 55 hand washings per day in the example above) by the amount of water it takes to wash your hands. The amount of water it takes to wash your hands was measured at the beginning of this exercise in the Tumpeco cup. Locate this number again and multiply it by the number of hand washings per day.

**Trainer Note:**

For example, 55 hand washings are needed in the household per day x 1 litre needed per complete hand washing = 55 litres of water needed for the household to wash their hands each day.

6. Acknowledge to participants that it takes a lot of water for a family of six to wash their hands! Ask participants, "How many 20 litre jerricans does about 'X' litres of water represent?"

**Trainer Note:**

Again, as you are teaching, replace the 'X' with the number estimated with the participants. Get ideas from participants on how many jerricans of water this would translate to. For example, 55 litres of water would fill almost *THREE*, 20-litre jerricans full of water to meet the hand washing needs of our example household of six.

7. Ask participants to think about the average water storage containers in Uganda and to think about how many extra trips to the water source (e.g., well, tap, bore hole, etc.) would be required each day to follow the ideal recommendation of hand washing at the eight critical times for caregivers in the home. Ask, "If a child

is carrying the water in the jerrican to the household each day, how many more trips would he/she need to make to accommodate this extra water that was needed?" "What does this mean for this child's life?" (For instance, could it keep a young girl from going to school?)



Trainer Note:

A child typically can carry only one or two jerricans at a time so this added water requirement may add two or three more trips for the child to the water source each day.

8. Explain that in the next session, you are going to look at a way to use less water for hand washing by building and using a device that helps conserve water, called a tippy tap. A tippy tap is one way that families can wash their hands well without using a lot of water.

D. The Importance of Hand Washing Stations and How to Build a Tippy Tap Device with Local Materials (15 minutes)

Large Group Discussion and Demonstration

1. Explain that as demonstrated in the previous exercise, washing hands requires water, and water is often not widely available in Ugandan households. The National Hand Washing Campaign of Uganda recommends the tippy tap as a water-saving technology for hand washing.
 - "What have been some of your experiences or your client's experiences with a tippy tap?"
2. Explain to participants you will now demonstrate how to use a tippy tap to wash your hands. Ask for two volunteers to help you hold the tippy tap, one to hold the bowl/bucket to catch the wastewater, and one to wash his/her hands using the tippy tap.
3. Ask the volunteer participants to come up in front of the room. Have two volunteers hold each side of the tippy tap. Have another volunteer hold the bowl/bucket to catch the waste water.
4. Explain to the fourth volunteer how to use the tippy tap (if he/she has never used one before) and ask him/her to demonstrate how to use the tippy tap to wash his/her hands. Ensure that all the wastewater is caught in the bucket.
5. Ask the volunteer holding the bowl/bucket to pour the wastewater from the bowl/bucket into the Tumpeco cups (1/2 litre each).
6. Estimate how much water was used during the hand washing with the tippy tap by looking at how much water was collected in each Tumpeco cup (which holds ½ litre or 500ml). Write this amount on the "WATER ESTIMATE" flipchart paper

(where you earlier recorded the amount that was measured in this session when a volunteer washed his/her hands without using a tippy tap).

7. Ask participants to look at the different amounts of water used and to take two minutes to discuss how many jerricans of water would be needed by the family of six from our earlier example if they were using a tippy tap to wash their hands. Ask participants to share what they learned from the exercise.



Trainer Note:

It should be clear that the tippy tap conserves more water when hand washing.

8. Ask participants, "How can the amount of water used in the household affect whether someone will or will not wash their hands at these eight critical times?" Spend two minutes gathering responses.
9. Spend another two minutes and facilitate discussion with the participants about some of the messages they might deliver to a family when the family says they don't have enough water to wash hands. Record the key messages on the flipchart. Make sure you get their ideas in their own words.
10. Review key points from this activity, including the importance of finding a way to use less water for hand washing, especially in places where there is not water nearby or available during those critical times.
11. Post the piece of prewritten flipchart paper on the wall that reads "tippy tap" with the four sub-bullets (see Prep Work at the beginning of the session). Read these four key points and tell participants they will have an opportunity to build a tippy tap and practise using a tippy tap in today's session.



Trainer Note:

The flipchart paper should include the following points:

A tippy tap:

- **Allows a family to do hand washing with less water;**
- **Reduces contamination as they only require one to touch the soap (or ash container) during hand washing;**
- **Is low-cost and easy to build out of locally available materials;**
- **Provides a place to store the soap (or ash) so it is readily available during hand washing.**

E. How to Build a Tippy Tap (10 minutes)

Large Group Activity

1. Explain that the tippy tap that will be demonstrated is like the one being promoted by Uganda's national hand washing campaign.
2. Ask participants to gather around where the demonstration is going to take place.
3. Ask participants to open the **Participant's Guide to page 28, item 10, Tippy Taps for Hand Washing**, and point out to participants that everything we are about to cover is included in this section of their guide. Distribute the **How to Build a Tippy Tap for Hand Washing Counselling Card** (see copy in Module 4 Annex 1) and instruct the participants to follow along as you build the tippy tap.

Trainer Note:

Steps from the Participant's Guide are listed below:



- **Step One: Marking the hole:** Select a clean, empty 3-litre or 5-litre plastic container for your tippy tap. Mark the location for the hole on the container, about 12 cm below the cap. If using a 3-litre jerrican, make the mark below the container's handle.
- **Step Two: Heating the nail.** Hold the nail with a pair of pliers or a cloth, and heat the nail with any flame, such as from a fire, a candle, or a lighter.
- **Step Three: Making the holes.** With the hot nail, make the hole in the container, and a second hole in the cap.
- **Step Four: Inserting the rope.** Put the longer piece of rope (1 metre) through the hole in the cap. Start by putting the end of the rope through the outside surface of the cap so that the loose end of the rope ends up on the inside of the cap.
- **Step Five: Knotting the rope.** Make a knot in the rope that rests on the inside surface of the cap. Make sure the knot is big enough that the knot cannot be pulled back through the cap. Screw the cap back on the container. The knot should now be inside the container with the remaining long, loose end of the rope hanging outside the container.
- **Step Six: Attaching the stick (foot pedal).** Tie the end of the rope to a 1 metre stick. The stick is now connected to the container with the rope. This is the foot pedal of the tippy tap.

Note – You can adjust the length of the rope, if needed, during Step Eleven.

- **Step Seven: Making the hole through the soap.** Using a tool (e.g., screwdriver, thick stick), make a hole through the soap by slowly

rotating and pushing the tool through the soap.

- **Step Eight: Inserting the rope.** Put the shorter, second piece of rope (.5 metre) through the hole in the soap and tie to a short stick or piece of wood.
- **Step Nine: Filling the container.** Fill the container with water, up to the level of the hole.
- **Step Ten: Putting the poles in the ground.** Decide the best place to put your tippy tap. It should be where frequent hand washing should take place, such as near a latrine or kitchen. Using a tool to dig holes (e.g., shovel, spade), make two holes in the ground to a depth of 50 cm. Place the poles about 70 cm apart. Put the poles in the holes and pack the soil around them.
- **Step Eleven: Hanging the jerrican, the foot pedal stick, and the soap rope**
 - Put the stick through the handle of the jerrican, and put the stick between the two poles. The jerrican should now be hanging from the stick.
 - Tie the rope with the soap near the jerrican so it is hanging from the stick. (If no soap is available, a container to hold ash can be used instead.)
 - Make sure the rope for your foot pedal is adjusted so that one end of the stick/foot pedal hangs about 15cm above the ground and the other end of the stick rests on the ground.

4. Ask participants to look at Step 12 on the tippy tap Counselling Card to see the illustration with a soak pit. This keeps the tippy tap from becoming a mud hole and a mosquito breeding place.
5. Emphasise to participants that for placement, the tippy tap can be hung between two poles or placed on a shelf or on poles/sticks in the ground (put the stick through the handle of the container and put the stick between the poles/sticks). The soap can then be added by tying the rope with the soap to the stick or pole.
6. Remind participants that tippy taps are most appropriately used by clients or household members who are mobile and who can easily operate the tippy tap. However, hand washing stations can be placed near the bedside of bedbound clients who need to wash their hands. Read through the instructions as the participants follow along with the pictures.
 - Ask participants to look at their tippy tap Counselling Card again to review instructions on "How to Wash Your Hands with a Tippy Tap."
 - Ask participants if they have any questions or clarifications on the demonstration. Respond appropriately.

Trainer Note:**Instructions on How to Wash Your Hands with a Tippy Tap**

- **Step One: Put your foot on the pedal/lever to start the flow of water.**
- **Step Two: Release the pedal to stop the flow of water. Wet your hands with water.**
- **Step Three: Lather with soap (or ash).**
- **Step Four: Rub your hands together.**
- **Step Five: Scrub the back and front of your hands up to your wrists.**
- **Step Six: When you are ready to rinse, step on the pedal/lever again to rinse your hands well with running water.**
- **Step Seven: Shake your hands and allow them to air-dry.**

- Ask participants to look at their **How to Build a Tippy Tap for Hand Washing Counselling Card** again to review instructions on “How to Maintain a Tippy Tap.”
- Ask participants if they have any questions and respond appropriately.

Trainer Note:**Instructions on how to maintain a tippy tap:**

- **Keep tippy tap full of water by refilling so it is always ready for use.**
- **Wash inside and outside of tippy tap weekly or sooner if it looks dirty.**
- **Replace soap (or ash) when used up.**
- **Replace wooden sticks over time to prevent collapse.**

F. Building and Using a Tippy Tap (30 minutes)**Small Group Practice**

1. Break the participants up into four groups for a small group practice, building one tippy tap per group. Each group will need the following:
 - A stick of 1 metre length.
 - A nail of 6 inches (8 to 11 cm) in length
 - A piece of cloth or pair of pliers

- A lighter or matches
- Two pieces of rope (0.5 metre and 1 metre)
- A 3- or 5-litre jerrican container
- A piece of soap
- A stick or piece of wood the same length as the piece of soap
- A screwdriver, knife, or other tool that can make a hole through the soap

Small Group Practice on How to Build a Tippy Tap

2. Tell the participants they have 25 minutes to build a tippy tap. Walk from table to table to make sure they are doing the tippy tap correctly. Ensure that each participant is given a task in building the tippy tap (e.g., have one participant make the hole in the jerrican while another is preparing the ropes). A group member should be looking at and reading the steps and illustrations listed in their counselling card to make sure it is being done correctly.
3. Make sure to ask the participants if they understand the directions and explain any part they do not understand.
4. Once they have completed their tippy taps, have them return to their seats.
5. Tell participants that although we demonstrated one tippy tap model with a jerrican, they can also build other types of tippy taps by using materials available in the community. Distribute to participants the **Counselling Card** labelled, **Different Kinds of Tippy Taps** (see copy in Module 4 Annex 1; point out that there is a copy of this card in the **Participant's Guide, page 33**), which shows a collection of pictures on types of tippy taps using alternate materials or tippy taps without pedals/sticks. Review the Counselling Card with the participants and tell the participants that this gives them various types of tippy taps that they can propose to their clients if they cannot make one with a jerrican
6. Inform participants that it is up to the HBC provider to work with the client and household members to figure out where is the best place to put the household's tippy tap(s). Tell the participants that to prevent having the tippy tap stolen, some solutions may include keeping the tippy tap inside (near the door) or taking the tippy tap inside at night.
7. Ask participants for any questions they may have and respond accordingly. Invite participants to share ideas and suggestions from their personal experience or from their experience with clients about how clients and family members might be encouraged to build tippy taps in their own households.

G. Review the Main Points of the Session (5 minutes)

Hand Washing with Limited Water Resources

Review Summary Points

- Point out to the participants that all the Counselling Cards about hand washing are printed on green paper.

- Hand washing should be made as easy as possible by keeping hand washing water and the cleansing agent beside the locations where “the critical times” for hand washing most likely occur (e.g., outside the latrine, kitchen or food eating areas).
- HBC providers can help bedbound clients wash their hands by helping them place/maintain a hand washing station within reach of the client at the bedside.
- Tippy tap devices save water. It takes less water for families to wash their hands at critical times.
- Tippy taps are low-cost and easy to build out of locally available materials.
- A tippy tap also provides a place to put soap (or ash) so it is accessible during hand washing.

Transition

Transition to the next session on how to treat your drinking water.

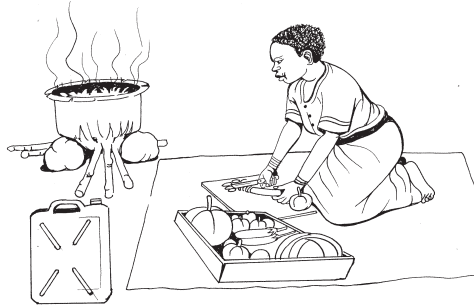
Annex 1

CRITICAL TIMES TO WASH HANDS

Counselling Card



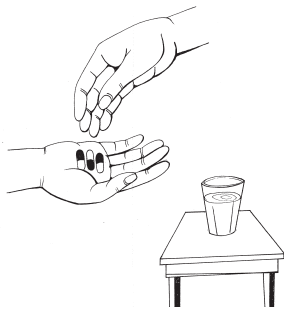
Wash hands with soap (ash)...



Before cooking



Before eating, feeding patient, or breastfeeding

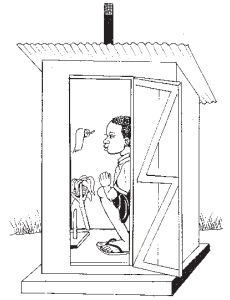


Before giving/taking medicine



Before touching body fluids

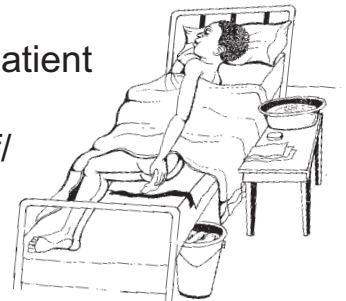
After defecating



After cleaning patient



After patient cleans himself/herself



After cleaning baby



After touching body fluids



THE REPUBLIC OF UGANDA
Ministry of Health

HOW TO WASH YOUR HANDS

Counselling Card

1

Wet your hands and lather them with soap (or ash).



2

Rub your hands together and clean under your nails.



3

Rinse your hands with a stream of water.



4



Shake excess water off your hands and air dry them.

WHERE TO PUT A HAND WASHING STATION

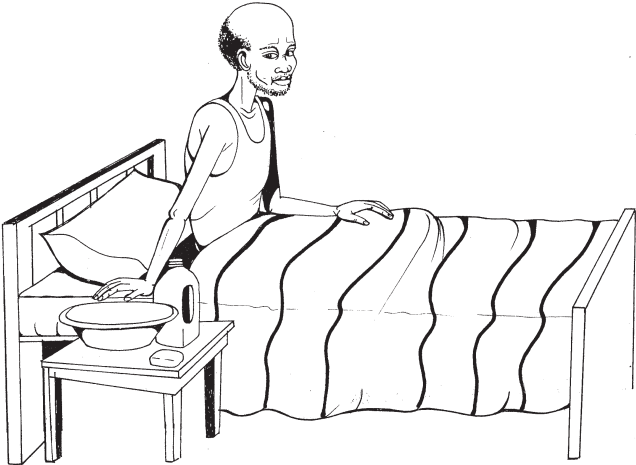
Counselling Card



Water and soap (or ash) near cooking and eating area



Water and soap (or ash) near latrine



Water and soap (or ash) next to patient's bed

HOW TO BUILD A TIPPY TAP FOR HAND WASHING

Counselling Card

Materials Needed:

1. Two wooden branches (2 metre length, Y-shaped end)
2. Two thinner sticks 1 metre long (one for Tippy Tap handle, one for foot pedal)
3. Saw to cut wood
4. 8 to 11 cm length nail
5. Piece of cloth or nail pliers
6. Heat source (flame)



7. Spade or shovel
8. Two pieces of rope (0.5 metre for cap; 1 metre for foot pedal)
9. 3- or 5-litre jerry can
10. Soap
11. Piece of wood same length as piece of soap
12. Screwdriver or tool to make hole through soap
13. Rocks, gravel for soak pit

How to Build a Tippy Tap:

- 1 Mark hole.** Select clean, empty 3-litre or 5-litre plastic container. Mark location for hole, about 12 cm below cap.



- 2 Heat the nail.** Hold the nail with a pair of pliers or a cloth, and heat the nail with any flame.



- 3 Make holes.** With hot nail, make hole in container, and second hole in cap.



- 4 Insert rope.** Put longer piece of rope (1 metre) through hole in cap. Start by putting end of rope through outside surface of cap so loose end of rope ends up on inside of cap.



- 5 Knot rope.** Make a knot in the rope that rests on inside surface of cap. Make knot big enough that knot cannot be pulled back through cap. Screw cap back on container. Knot should now be inside container with remaining long, loose end of rope hanging outside container.



- 6 Attach stick (foot pedal).** Tie end of rope to 1 metre stick. Stick is now connected to container with rope. This is foot pedal for Tippy Tap.

Note—You can adjust the length of the rope, if needed, during Step 11.



Instructions adapted from, "How to Make a Tippy Tap – A hygienic handwashing device with running water. Authors/Photos Mark Tiele Westra. Werkgroep OntwikkelingsTechnieken (WOT); University of Twente, the Netherlands; Henk Holtslag Connect International.

7 Make hole through soap. Using tool (e.g. screwdriver, stick), make hole through soap by slowly rotating and pushing tool through the soap.



8 Insert rope. Put shorter, second piece of rope (.5 metre) through hole in soap and tie to short stick or piece of wood.



9 Fill container. Fill container with water, up to level of hole.



10 Put poles in ground. Decide best place to put Tippy Tap. Should be where frequent hand washing should take place (near a latrine or kitchen). With shovel or spade, make two holes in ground to depth of 50 cm. Place poles about 70 cm apart. Put poles in holes and pack soil around them.

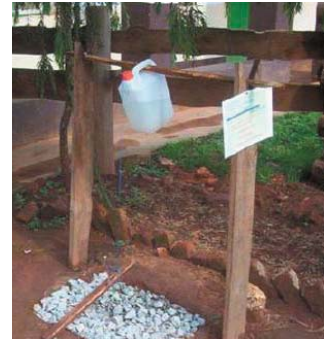


11 Hang jerry can, foot pedal stick, and soap rope.

- Put stick through handle of jerry can, and put stick between two poles. Jerry can should now be hanging from stick.
- Tie rope with soap near jerry can so it is hanging from stick. (If no soap available, use container to hold ash).
- Make sure rope for foot pedal is adjusted so that one end of stick/foot pedal hangs about 15cm above ground and other end of stick rests on ground.



12 Make soak pit. Make hole (40x40cm and 20cm deep) under jerry can where water will fall). Fill hole with rocks. This is a soak pit that keeps Tippy Tap from becoming mud hole, mosquito breeding place.



To Use:

Push stick down with foot. This tips container, which makes water run out of hole. Wet hands and release stick. Apply soap (or ash) to hands. Push stick down again and rinse hands.

How to Maintain Tippy Tap:

1. Keep Tippy Tap full of water by refilling so it is always ready for use.
2. Wash inside and outside of tippy tap weekly or sooner if it looks dirty.
3. Replace soap (or ash) when used up.
4. Replace wooden sticks over time to prevent collapse.

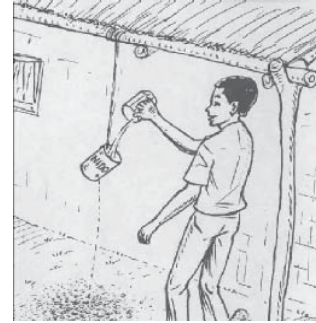


DIFFERENT KINDS OF TIPPY TAPS

Counselling Card

Tin Can

- Make hole on side of tin can near bottom
- Hang can
- To start water flow: pour cup of water in can
- To stop water flow: let water run out



Hollow Tube

- Make hole in container
- Insert hollow tube (pen casing, pawpaw stem...) in hole
- Find plug/cover for tube (pen cap, stick, ...)
- To start water flow: remove plug/cap
- To stop water flow: cover/plug tube



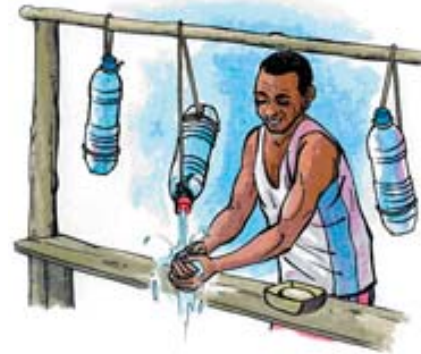
Screw Top with Hollow Tube

- Make hole in side of screw top bottle
- Insert tube into hole
- To start water flow: loosen screw top
- To stop water flow: tighten screw top



Hole in Cap

- Make hole in container cap
- Hang container so can tip over
- To start water flow: tip container
- To stop water flow: put container upright



Tilting Jug

- Make hole in jug side or handle
- Hang so can tilt
- To start water flow: tilt container
- To stop water flow: put container upright

