

RANAS APPROACH

# Strengthening handwashing with soap in primary schools

Activity catalogue for school children / Nigeria



## hands4health project

hands4health is a research project to develop, test and evaluate a systemic approach to improve WASH services for schools and health care facilities not connected to a functional water supply system. The project is implemented in four specific contexts by 10 consortium members led by the University of Applied Sciences and Arts Northwestern Switzerland (FHNW).

## Systemic approach

The systemic approach is a methodology for tackling water, sanitation and hygiene (WASH) challenges, focusing on strengthening actors and existing systems in the local context. It combines technology, management, monitoring and behaviour change concepts into well-designed interventions oriented towards rethinking the entire WASH system and aimed at achieving systemic change. The systemic approach takes into consideration the needs of users and implementers in a specific context, with the goal to make WASH interventions more effective and sustainable.

This document is part of a series of tools that make up the systemic approach. More information about the systemic approach is available here:  
 › <https://hands4health.dev/systemic-approach>

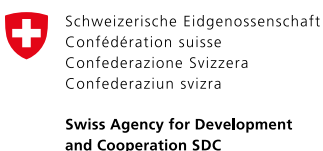
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### CONSORTIUM PARTNERS




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### FUNDING



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# RANAS

RISKS

ATTITUDES

NORMS

ABILITIES

SELF-REGULATION

# Introduction

The RANAS approach (Risks, Attitudes, Norms, Abilities, and Self-Regulation) is a systematic approach to behaviour change, used to develop and evaluate behaviour change strategies. In this model, all RANAS factors are analysed for each population and behaviour, allowing the identification of those that specifically influence a selected behaviour. This activity catalogue compiles various strategies for addressing each RANAS factor, focusing on activities designed to enhance hygiene by motivating primary school children to wash their hands with soap. Once the relevant behavioural factors are identified, the catalogue provides a selection of corresponding activities. It serves as a tool for implementing a targeted behaviour change strategy. Specifically designed for primary school children, the catalogue offers detailed descriptions of the activities, enabling health promoters and teachers to carry them out independently..

## METHODOLOGICAL CONSIDERATIONS

This catalogue was specifically designed and evaluated for a population of school children in rural schools in Nigeria. It is therefore only applicable to this population.

It is essential not to modify the procedure, as this could affect the various “active ingredients” that enable the previously selected psychological factors to be influenced. If you have any questions on this subject, please contact a RANAS specialist.

These activities require the participation of teachers. This means contacting the school in question early enough to allow the activity to be planned.

## RECOMMENDATIONS – ORGANISATION OF MEETINGS

Schools should be contacted well in advance of the event, i.e. at least two weeks before the desired date.

It is important to explain the campaign to the school management. As far as possible, the campaign should be planned with this person during a meeting in which the activity or activities are explained, and their consent sought.

Ideally, the activities should be organised during periods when they don't interfere with students' schedules.

## EQUIPMENT REQUIRED FOR MOST ACTIVITIES

Activities can be carried out in the normal classrooms.

Board or other surface for hanging posters and writing. One suggestion is to have a movable board that can be used in the different centres.

All the material specific to each activity is available in an associated computer file.



# Overview ACTIVITIES

## RISKS

		RANAS FACTOR	RANAS BCT Behaviour Change Technique:
<b>ACTIVITY 01</b> PAGE 08	SOAP CHASING PEPPER: THE IMPACT OF HANDWASHING ON GERMS BEHAVIOUR	Health knowledge	Present facts
<b>ACTIVITY 02</b> PAGE 10	THE DANGER OF NOT WASHING HANDS	Vulnerability	Inform about and assess personal risk
<b>ACTIVITY 03</b> PAGE 12	GERMS ATTACK	Severity	Arouse fear

## ATTITUDES

		RANAS FACTOR	RANAS BCT
<b>ACTIVITY 04</b> PAGE 14	HANDWASHING BUDDIES!	Beliefs about costs and benefits	Use subsequent reward
<b>ACTIVITY 05</b> PAGE 16	HOW DO YOU FEEL WHILE WASHING OUR HANDS?	Feelings	Describe feelings about performing and about consequences of the behaviour

## NORMS

		RANAS FACTOR	RANAS BCT
<b>ACTIVITY 06</b> PAGE 18	RAISE THE FLAGS	Other's behaviour	Prompt public commitment
<b>ACTIVITY 07</b> PAGE 20	ROLEPLAY AND LETTER "YOU ARE MY HERO!"	Other's (dis)approval	Inform about others' approval/disapproval
<b>ACTIVITY 08</b> PAGE 22	"I AM A ROLE MODEL!"	Personal norms	Prompt identification as role model

## ABILITIES

		RANAS FACTOR	RANAS BCT
<b>ACTIVITY 09</b> PAGE 24	POSTER "HOW TO WASH YOUR HANDS"	How-to-do-knowledge	Provide instruction
<b>ACTIVITY 10</b> PAGE 26	LET'S MAKE SOAP!	Confidence in performance	Provide infrastructure
<b>ACTIVITY 11</b> PAGE 28	HAND PUPPET SHOW: DON'T WORRY!	Confidence in continuation	Use arguments to bolster self-efficacy

## SELF-REGULATION

		RANAS FACTOR	RANAS BCT
<b>ACTIVITY 12</b> PAGE 30	SHARE YOUR SOAP	Barrier planning	Prompt coping with barriers
<b>ACTIVITY 13</b> PAGE 32	AROUND THE CLOCK	Action planning	Prompt specific planning
<b>ACTIVITY 14</b> PAGE 34	SELF-MONITORING CALENDAR	Action control	Prompt (self-) monitoring of behaviour
<b>ACTIVITY 15</b> PAGE 36	FANCY SINK	Remembering	Use memory aids and environmental prompts
<b>ACTIVITY 16</b> PAGE 38	THE WALL OF HAND WASHING	Commitment	Prompt to agree on a behavioural contract

## ACTIVITY

## 01

# Soap chasing pepper: The impact of handwashing on germs behaviour

## WHAT IS THE OBJECTIVE?

School children know the paths of disease transmission and the consequences of not washing hands.

COST  
Low



DIFFICULTY  
Medium



DURATION  
60 Minutes

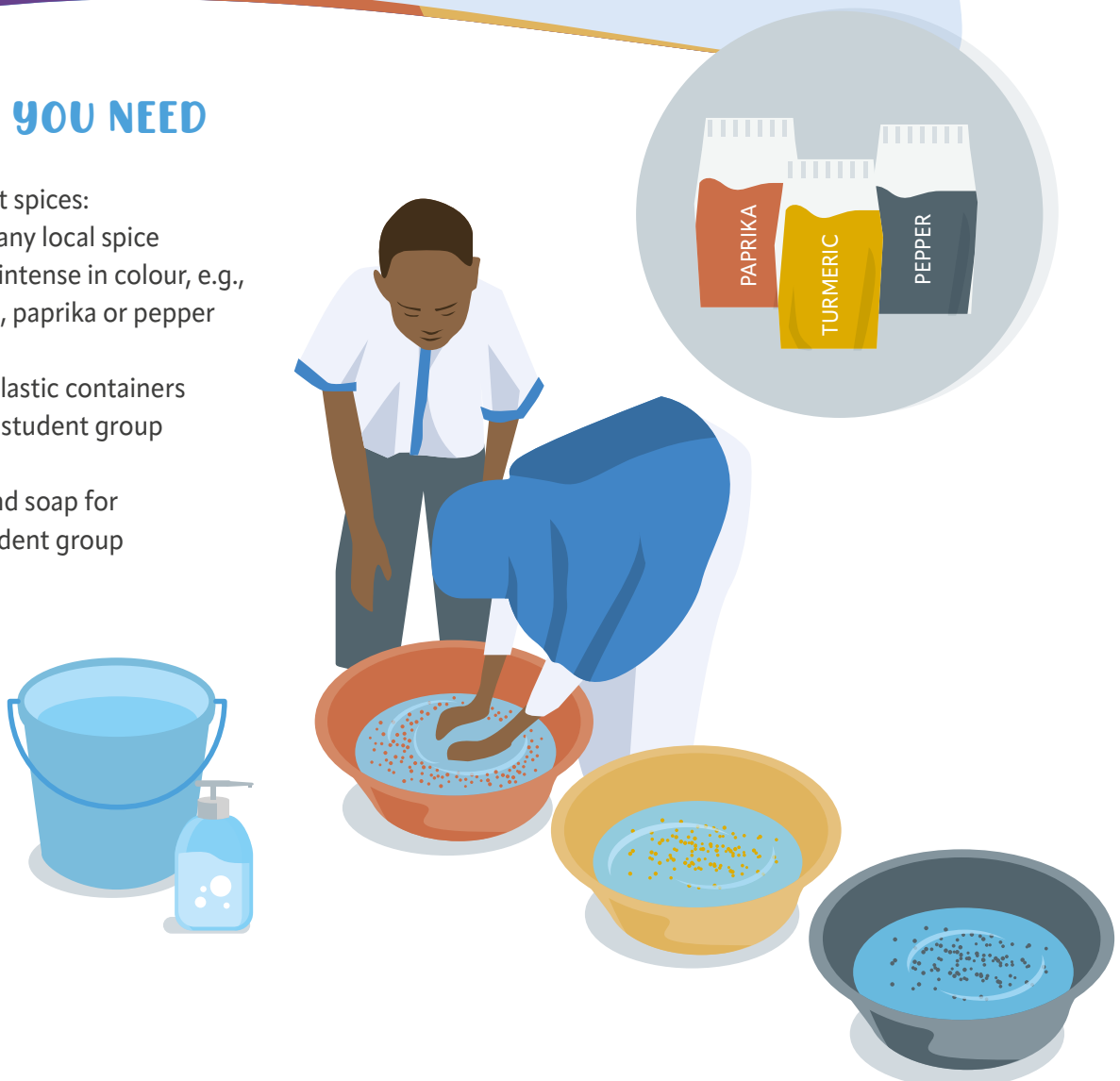


RANAS FACTOR  
Health  
knowledge

RANAS BCT  
Present  
facts

## WHAT YOU NEED

- > Different spices:  
Choose any local spice which is intense in colour, e.g., turmeric, paprika or pepper
- > 3 small plastic containers for each student group
- > Water and soap for each student group



## HOW TO DO THE ACTIVITY?

1

Divide the class into groups of 3 to 5 pupils. In bigger classes the groups can be 10 to 12 pupils.

2

**START WITH THE QUESTIONS:**

What kind of diseases do they know? What are germs? How are diseases transmitted?

3

Hand over the material to the groups. Guide them to pour some water in the 3 shallow bowls. Explain to them that every spice is a different disease – choose from the ones they answered in step 2. The pupils pour one spice into each bowl.

4

Now, each pupil puts a finger in one of the bowls. Ask them what is happening without handwashing e.g., the colour still sticks to the finger like germs do.

5

Repeat the experiment, but this time they rub a finger on the soap or pour a drop of disinfection solution on the finger. Let the pupils explain what happened and how they explain the impact of handwashing.

6

To demonstrate the transmission of disease, students are divided into 3 groups. The groups line up and palm oil is placed in the hands of the first student. Then the student shakes the hand of the next person, and so it goes on until the last person. While shaking hands, students have their eyes closed. Once all the hands are shaken, they should hold out their palms with the inside facing up and open their eyes.

7

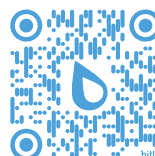
Afterward, ask the students how many of them now have dirty hands and whether they discover any differences between the groups. What difference do they think washing their hands would make?

8

After everyone has washed their hands, the group compiles orally what they have learned from the experiment.

### TIPS AND MORE

- > If the number of students is too large, the experiment can also be done with only one spice.
- > The children do not necessarily have to close their eyes for the exercise of the transmission chain.
- > Watch the pepper and water science trick: [www.youtube.com/watch?v=ho0o7H6dXSU](https://www.youtube.com/watch?v=ho0o7H6dXSU)



## ACTIVITY 02

## The danger of not washing hands

## WHAT IS THE OBJECTIVE?

Ensure that pupils understand the risks of poor hand hygiene for their schoolfriends, family and themselves.

COST  
HighDIFFICULTY  
MediumDURATION  
90 MinutesRANAS FACTOR  
VulnerabilityRANAS BCT  
Inform about and  
access personal risk

## WHAT YOU NEED

- > F-Diagram diarrheal diseases.  
**Remark:** The material can be graphically adapted to the cultural context.
- > Pictures of key situations for handwashing with soap at school and at home.  
**Remark:** If possible, the pictures should be printed large enough to hang in the classroom.
- > Adhesive Gum



Source: Chart: DepEd Philippines



## HOW TO DO THE ACTIVITY?

1

Ask the children what diseases they know. These are used as examples in the exercise. Select three diseases that are relevant, if children don't wash their hands with soap.

2

**QUESTION:** What do you think, can you get sick with XXX?

In XXX, a disease from step 1 is used. This question can alternatively be answered by the whole class by asking, who thinks that one can get sick with XXX by a show of hands and count how many hands are up.

**DISCUSSION QUESTION:** In which situations could you infect yourself or others?

3

Subsequently, the F charts on diarrheal diseases is discussed. Mention that infection pathways play an important role in other diseases as well.

4

Next, ask them which 5 situations they can think of in which hand washing is particularly important in order not to infect anyone. Once the answer is correct, the corresponding picture is glued to an infection chain on the F-Diagram. After that explain to them how washing hands breaks the chain of infection. **Refer to the pictures of key situations for handwashing, which are the correct key situations.**

5

Finally, decide together as a class where to hang the pictures of the key situations in the classroom.

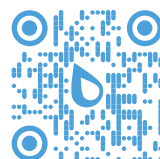
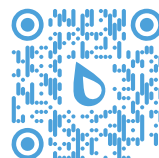
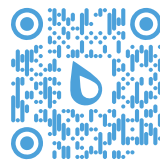
### TIPS AND MORE

- > If there is a suitable song, the exercise can be completed with that.

<https://youtu.be/fYP-3q22too>

<https://youtu.be/DDHJW4r3eIE>

- > **Additional information:** F-Diagram and pictures of key situations from: Ministry of Health, Republic of Indonesia and UNICEF (2021). Behaviour change interventions for strengthening Handwashing with Soap (HWWS) in Indonesia: A training guide for facilitators and practitioners. UNICEF Indonesia. Jakarta, 2021. <https://bit.ly/3Omx3Na>



# Germ attack

## WHAT IS THE OBJECTIVE?

Children learn that certain diseases can be really dangerous for their health and affect their wellbeing, also their ability to go to school or play with others.

COST  
Medium



DIFFICULTY  
Medium



DURATION  
120 Minutes

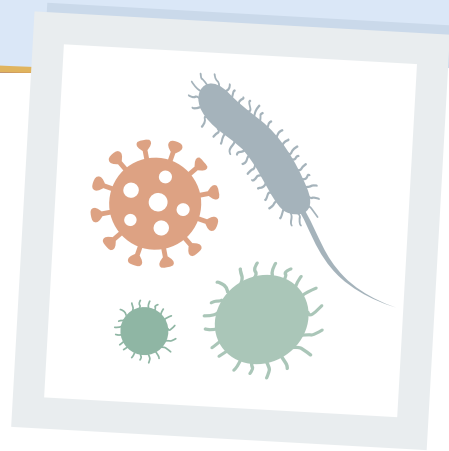


RANAS FACTOR  
Severity

RANAS BCT  
Arouse fear

## WHAT YOU NEED

- > Pictures of coronavirus or diarrhea, cholera.
- > Pictures of the different stages of breads.  
**Remark:** The activity needs to be done once before so that the different stages of bread can be photographed and brought to the class.



UNTOUCHED



TOUCHED WITH  
DIRTY HANDS



TOUCHED WITH  
DISINFECTED  
HANDS



TOUCHED WITH  
SOAP WASHED  
HANDS



## HOW TO DO THE ACTIVITY?

1

**START WITH THE QUESTION:** What are bacteria/viruses?

Show them the pictures of e.g. coronavirus or diarrhea. Ask them what happens as a result of touching people with unwashed hands.

2

**QUESTION:** How do you feel when you are sick and what is negative about it?

Assist them in coming to the conclusion that they can protect themselves and others by washing their hands.

3

**QUESTION:** What do you think happens to food if you touch it without washing your hands before?

4

Show them the pictures of pieces of bread:

- > untouched piece of white bread
- > touched with dirty hands
- > touched with disinfected hands
- > touched with soap washed hands

**QUESTION:** What happened with each piece of bread? Which hands touched which of them?

5

Let the children touch a piece of bread with:

- > unwashed hands
- > disinfected hands
- > soap washed hands

Pack the sliced bread in a clear bag with a good seal. Then hang them on a classroom wall so that the children can see the change.

6

**QUESTION:** What happens to you when you eat food that is touched with unwashed hands?

7

**FINAL QUESTIONS:** Where and what are the dangers when you don't wash your hands? What can you do about it?

**Follow up by the teacher:** The teacher is asked to briefly review with the children what happened to the bread after four weeks.

### TIPS AND MORE

- > If it is not possible to hang the pieces of bread, then use the pictures of the bread.
- > Watch results of the bread experiment:  
[www.youtube.com/watch?v=iPdJvM0v0ng](https://www.youtube.com/watch?v=iPdJvM0v0ng)



ACTIVITY

04

# Handwashing buddies

## WHAT IS THE OBJECTIVE?

The social and material rewards are intended to provide additional positive support for the desired behaviour of handwashing.

COST  
Low



DIFFICULTY  
Low



DURATION  
90 Minutes

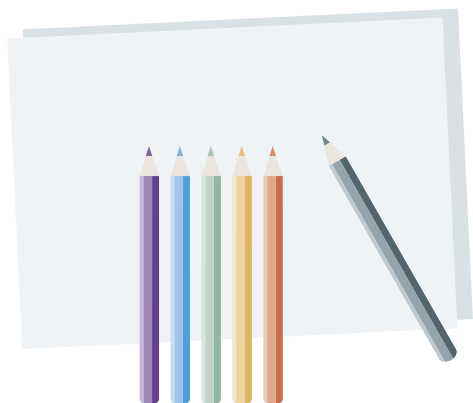


RANAS FACTOR  
Beliefs about  
costs and benefits

RANAS BCT  
Use subsequent  
reward

## WHAT YOU NEED

- > White paper for each team of two.
- > Coloured pencils for the teams.  
**Remark:** For the design of the reward system.
- > Possibly a lot of stickers.  
**Remark:** For the reward system.
- > A prize for each team.  
**Remark:** A 250g bar of soap for each pupil in the winning team.



## HOW TO DO THE ACTIVITY?

1

Instruct the students to form teams of two. These will be their handwashing buddies.

2

Explain to them that they are now "Handwashing Buddies". Now have them think of a name for their group and a short dance or handshake they can do after washing their hands.

3

Afterward, each individual group performs the dance or handshake for the class.

4

Point out to them that they are now jointly responsible in these teams of two to remember to wash their hands together.

Each time they have washed their hands, they must do their dance/handshake.

5

Hang up a large sheet of paper with the names of the groups. After each handwashing, the group adds a line by their group name.

6

After one week, the teacher checks in with the groups to see how many times they have washed their hands and distributes prizes, such as stickers or a bar of soap.



### TIPS AND MORE

- > Any reward system that best fits the school context can be selected.
- > The competition can be designed across classes.

## ACTIVITY 05

## How do you feel while washing our hands?

## WHAT IS THE OBJECTIVE?

By using emotion cards, the children gain access to their feelings once they (don't) wash their hands. This makes the connection between washing hands and positive feelings stronger. In addition, it makes them reflect negative feelings connected with NOT washing hands.

COST  
Low



DIFFICULTY  
Low



DURATION  
60 Minutes



RANAS FACTOR  
Feelings

RANAS BCT  
Describe feelings about performing and about consequences of the behaviour

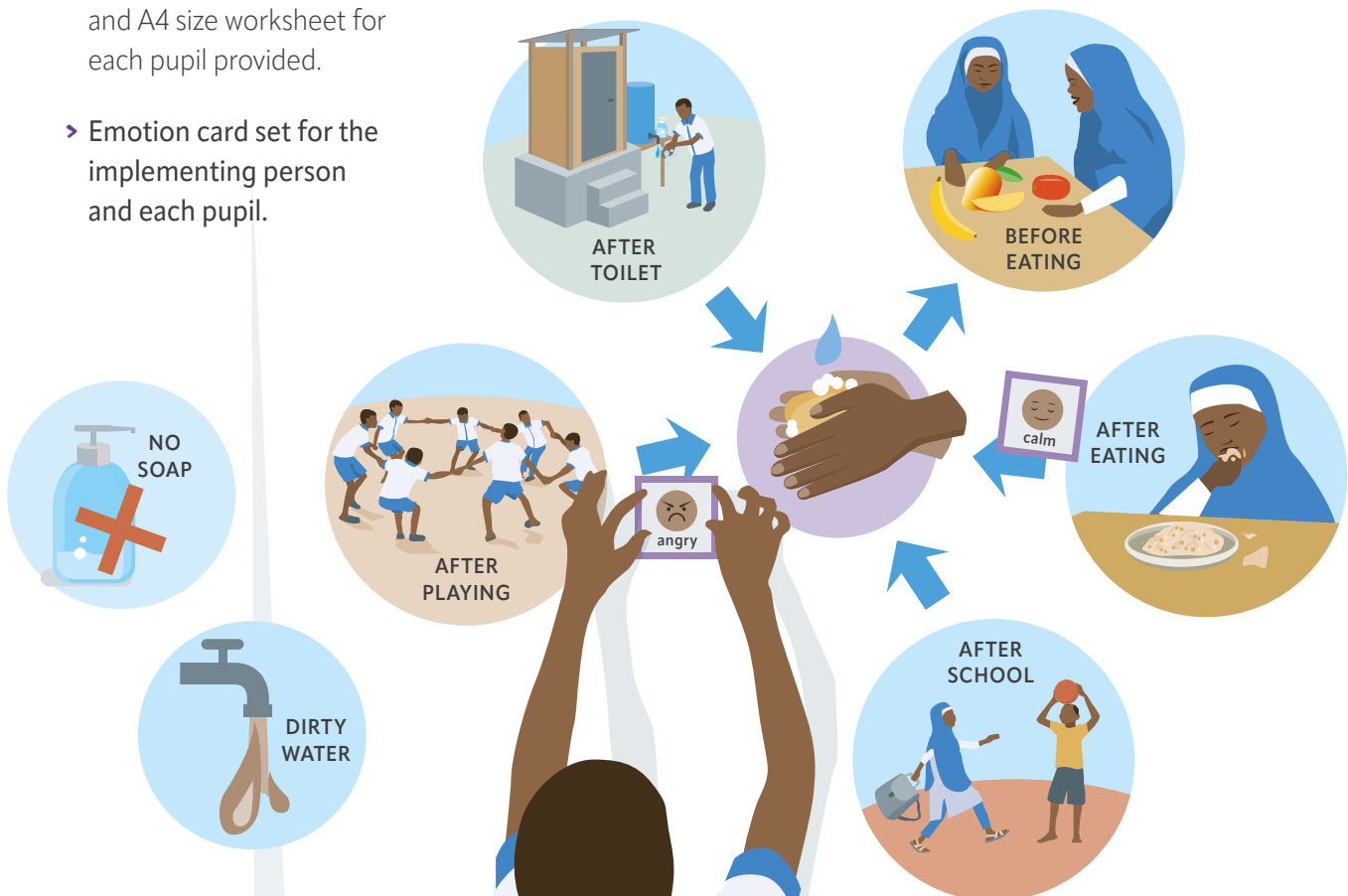
## WHAT YOU NEED

- Worksheet with images of handwashing key situations for each pupil.

**Remark:** 3x4ft of Flex banners and A4 size worksheet for each pupil provided.

- Emotion card set for the implementing person and each pupil.

## KEY SITUATIONS FOR HANDWASHING



## HOW TO DO THE ACTIVITY?

1

The students are given worksheets where different situations of handwashing are illustrated e.g. going to eat without washing hands, soap available/not available, clean/dirty water. It is important that all key situations of handwashing are in the exercise.

In addition, emotion flashcards are distributed. The emotion cards include:

happy	calm	angry	worried	scared
proud	shocked	bored	disgusted	lazy

2

Ask the children to write down how they feel in the situations depicted and what emotions they experience with the help of the emotion cards. Mention that sometimes we can have less positive feelings, like disgust or shame about washing our hands. Do not be afraid to choose negative feelings as well.

3

Next, discuss the different situations together as a class. This means that the teacher presents a situation, and individual students can share with the class what they wrote down. The teacher picks up the appropriate emotion card that matches the story. Then, all the children can mime the emotion shown.

4

In this form, all key situations can be repeated. It is not necessary to limit the situations to the key situations for handwashing at school.



### TIPS AND MORE

- › Alternatively, steps 1 and 2 can be omitted and the individual situations can be discussed directly with the class. The remaining steps remain the same.
- › If the children are not able to write yet, the emotion cards are presented, and the situations are discussed directly in the plenary.

ACTIVITY **06**

# Raise the flags

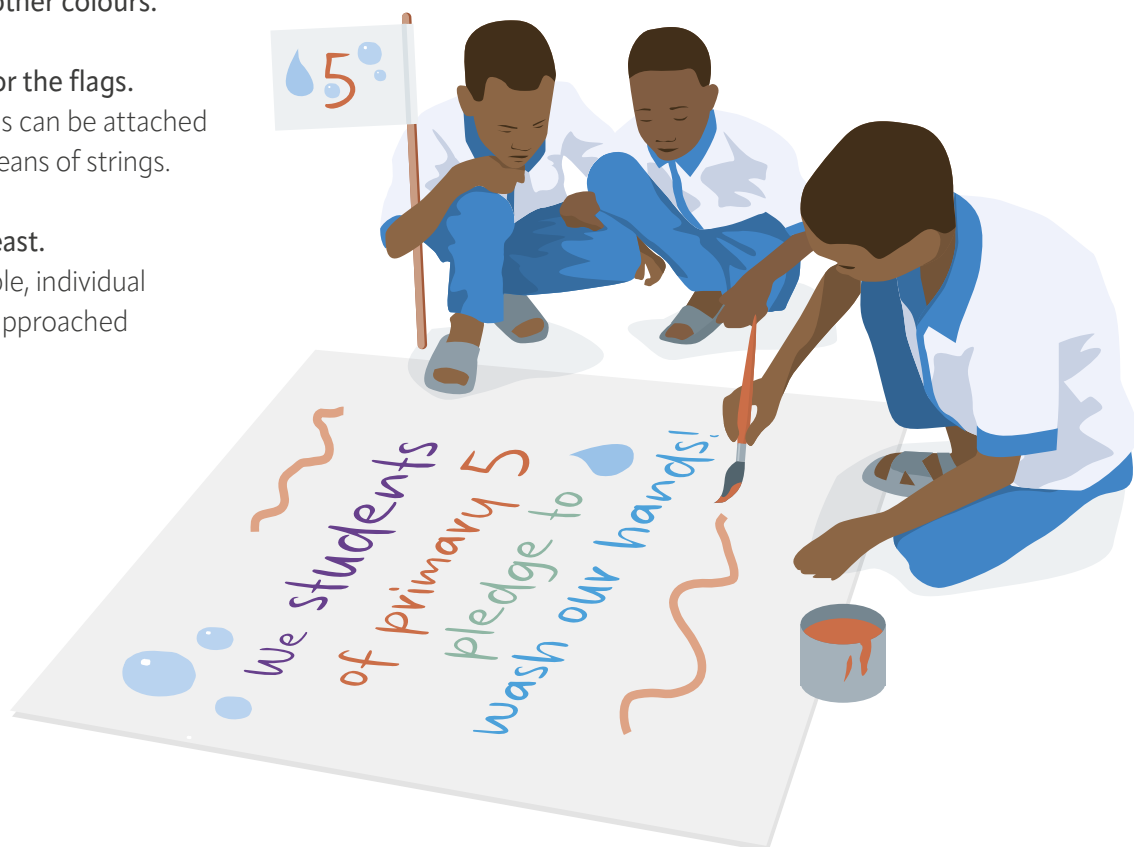
**WHAT IS THE OBJECTIVE?**

For students to commit to beneficial behaviour and make their commitment public to show others that students carry out this behaviour.

COST  
HighDIFFICULTY  
MediumDURATION  
120 MinutesRANAS FACTOR  
Others'  
behaviourRANAS BCT  
Prompt public  
commitment

## WHAT YOU NEED

- > Fabric for the flags per class and one per child to take home.
- > Acrylic paint or other colours.
- > Wooden poles for the flags.  
**Remark:** The flags can be attached to the walls by means of strings.
- > Snacks for the feast.  
**Remark:** If possible, individual families may be approached for participation.



## HOW TO DO THE ACTIVITY?

1

Each school class prepares a larger flag, which is then hoisted at the celebration. Every class flag says: **We students of XXX class pledge to wash our hands.**

2

What must be prepared:

- > A short speech by the teacher or the school principal telling the parents to visibly show that, with the flags, they are committed to washing their hands.
- > A suitable song or songs for the children to sing.
- > Prepare the class flags that can be hoisted.
- > A place where the school children and their families can make the small flags together to take home.

3

During the ceremony, welcome everyone present, recall the importance of washing hands with soap and the fact that each pupil will officially commit to it.

4

Each class is invited to hang their flag to show that they are committed to washing their hands conscientiously.

5

Families are invited to create a flag for their homes with their children. They can adopt the same phrase as on the class flags or create one of their own. They can take it with them at the end.

6

A photo is taken of each class with their flag and one of the entire school.

7

The photos can be sent to the families via Whats'App or other messaging apps. If possible, photos of the event can be hung in the classroom or school.

### TIPS AND MORE

- > If a celebration is not possible, the children can create the flag at school and take it home. Nevertheless, there could be a small celebration with only the school children.
- > For the snacks, the families can also be requested that those who want to bring something, for example, cake or something to drink.
- > The party can be organised either for individual classes or for the whole school.
- > Other activities proposed to enrich the version extended to the whole community: Clean the surroundings of the school.

ACTIVITY **07**

# Roleplay and letter "You are my hero!"

**WHAT IS THE OBJECTIVE?**

The letter should show that their hero supports the desired behaviour and the role play should show what reactions are to be expected when the behaviour is not desired.

**COST**  
Medium



**DIFFICULTY**  
Low



**DURATION**  
60 Minutes



**RANAS FACTOR**  
Others'  
(dis)approval

**RANAS BCT**  
Inform about  
others' approval/  
disapproval

## WHAT YOU NEED

- > Paper and coloured pencils for all school children.
- > Hero letter.



## HOW TO DO THE ACTIVITY?

1

Divide the class into groups and ask to think of a small role play about handwashing. They should think of situations in which others, e.g. family members, see them washing their hands or not washing their hands and what their reaction to this is.

2

After all demonstrations, asked them how the observers reacted and how they feel about receiving such feedback.

3

**QUESTION:** Who do you consider a hero for handwashing in your environment?

After a short discussion, hand them a piece of paper which they should fold horizontally and write the following sentence on one side:

**"I \_\_\_\_\_ (name of the hero) appreciate that you \_\_\_\_\_ (pupils name) always wash your hands with soap and water before handling food and after contact with stool."**

The children who cannot write are given the text either by the implementing person or the teacher. Give time to colour this side of the paper with the sentence.

4

Alongside with a prescribed letter, the school children are given the task of having their hero sign the previous written paper and draw a picture together of them washing their hands on the second half of the folded paper.

5

The teacher is asked to hang the pictures with the letter in the classroom and later the children can take it home.



### TIPS AND MORE

- > If the children cannot write yet, the text must be prepared for them.
- > In addition to the drawing of washing hands together, a photo can be taken and attached to it.

ACTIVITY **08****"I am a role model!"****WHAT IS THE OBJECTIVE?**

Ask students to set a good example (e.g. for their family) by engaging in the desired behaviour to positively influence others' behaviours.

COST  
LowDIFFICULTY  
LowDURATION  
60 MinutesRANAS FACTOR  
Personal normsRANAS BCT  
Prompt identification as role model**WHAT YOU NEED**

- > Paper and coloured pencils for all school children.
- > Role model certificate.



## HOW TO DO THE ACTIVITY?

1

Ask the kids if they have younger brothers/sisters or other kids in the family whom they can teach to wash their hands.

2

**QUESTION:** Do you have an idea how you can help this person wash their hands better?

Collect the ideas on the blackboard.

3

Give them the task of being a role model to a person they know to help them wash their hands properly. To do this, hand them a template with the following text:

"I \_\_\_\_\_ (name of student) am the role model for \_\_\_\_\_ (name of person).  
I will show XX how to wash hands properly and remind him/her to do it."

On the other half of the paper is written:

"I \_\_\_\_\_ (name of person) confirm that \_\_\_\_\_ (name of student) is my role model.  
She/He showed me how to wash my hands properly. Thank you for helping me!"

Give them time to make the sheet more colourful.

4

Ask the teacher to finish the exercise with the kids.

He/She asks them how they felt about being a role model and how the other person acted once they showed them how to wash their hands. The role models receive a certificate.

5

The teacher gives them the following take away message:

"They can always be a role model for handwashing. Not only for this person but for many others."



### TIPS AND MORE

- > If the children cannot write yet, the text must be prepared for them.
- > To help, a painting template can be prepared so that the participants only must colour in.

ACTIVITY **09**

# Poster "How to wash your hands"

**WHAT IS THE OBJECTIVE?**

Convey know-how to improve the students' knowledge about how to perform proper handwashing.

**COST**  
Medium



**DIFFICULTY**  
Low



**DURATION**  
60 Minutes



**RANAS FACTOR**  
How-to-do-knowledge

**RANAS BCT**  
Provide instruction

## WHAT YOU NEED

- > Poster of the handwashing techniques printed in a bigger format.

**Remark:** Printed on a 4x3ft flex banner.



## HOW TO DO THE ACTIVITY?

1

Form a circle with the students and have the poster next to the person who is implementing the activity. Important is to note that the icons of the poster must be hidden. Put the poster either on the floor or hang it on the blackboard. It must be visible for all the students.

2

### QUESTIONS:

What material do you need to wash your hands properly?

What kind of infrastructure is necessary?

What kind of handwashing techniques do you know?

Let them show you the hand movements.

3

Once a correct icon has been named, the icon is revealed, and everyone copies it together.

4

**QUESTION:** Do you know how long you should wash your hands?

**ANSWER:** Twice the Happy Birthday song.

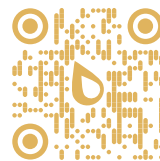
5

To end of the exercise, you sing as a group the Happy Birthday song twice and do all the handwashing techniques.

The poster will be hung next to a sink or in the classroom.

### TIPS AND MORE

- > It is possible to exchange the Happy Birthday song with a song with the same duration.
- > **Additional information:** Ministry of Health, Republic of Indonesia and UNICEF (2021). Behaviour change interventions for strengthening Handwashing with Soap (HWWS) in Indonesia: A training guide for facilitators and practitioners. UNICEF Indonesia. Jakarta, 2021. [www.unicef.org: https://bit.ly/3Omx3Na](https://bit.ly/3Omx3Na)



ACTIVITY **10**

# Let's make soap

**WHAT IS THE OBJECTIVE?**  
 Provision of soap is part of ensuring the enabling environment for handwashing. Availability of soap increases the probability that children wash their hands even when the soap is not provided by the school.

**COST**  
 Low



**DIFFICULTY**  
 Medium



**DURATION**  
 180 Minutes



**RANAS FACTOR**  
 Confidence in performance

**RANAS BCT**  
 Provide infrastructure

## WHAT YOU NEED

- > Soap scraps or soap flakes.
- > Bowl for heating the soap.
- > Thermos flask for transporting the warm water.
- > Soap colour and/or essential oils.
- > Something similar to a biscuit cookie cutter.
- > Silicone moulds or smaller plastic containers.
- > A tray or board for the soap to dry.
- > For decoration: dried flowers or herbs, thin wooden stick, string.



## HOW TO DO THE ACTIVITY?

1

Prepare before the exercise:

- > Think about how many small groups you will divide the class into.
- > A table is prepared for each group with a bowl of soap flakes and decorations.
- > The tray should be ready for once the children bring the wet soaps.
- > If the children cannot write, there is a need for prepared name tags for the drying soaps.

2

**START THE EXERCISE WITH THE QUESTION:**

**What is needed to wash your hands properly?**

3

The class is divided into groups.

4

Tell the kids you're making soap sculptures today.

Now one person goes by each group and pours warm water onto the soap flakes. Soap colour or essential oils can also be added. A lead person stops in front of the class and explains the next step: The children must knead the soap with the water until there is a malleable mass again. It is best if they try kneading a ball.

Maybe the kids need to go wash their hands quickly before decorating, depending on how soapy their hands have become.

5

Now the children can shape the mass as they wish, and they can decorate it with flowers and herbs. To do this, they can use the cookie cutters, create their own shapes or thread the soaps onto a string.

6

You can try to press the soft soap into the silicone moulds or mould something on it yourself.

7

The drying time for the soaps is between 1 to 2 hours. **Therefore, the teacher must distribute the soaps to the children afterwards.**

### TIPS AND MORE

- > If the team of implementers is big enough, soap production can happen in parallel. If not, one group can produce soap, and the others are given the task of folding paper boxes for the soaps. Then the groups swap.

ACTIVITY **11**

# Hand puppet show: Don't worry!

**WHAT IS THE OBJECTIVE?**  
Students develop solutions to their problems towards handwashing with soap and feel their own ability to overcome challenges.

COST  
Low



DIFFICULTY  
Low



DURATION  
45 Minutes



RANAS FACTOR  
Confidence  
in continuation

RANAS BCT  
Use arguments  
to bolster  
self-efficacy

## WHAT YOU NEED

- > Puppet show script based on the quantitative interviews.
- > Two different looking puppets:
  - One which thinks it is not able to handwash and has low self-efficacy.
  - One which is the supporting one and boosts the self-efficacy of the first one.



## HOW TO PREPARE THE SHOW?

1

First, introduce the two puppets. Then start the dialogue:

**Sad doll:** "Oh dear! I don't think I'm good at washing my hands. Sometimes I just don't do it. Maybe I should stop doing it altogether?"

**Happy doll:** "Oh, that's not a good idea! Then you will surely get sick and maybe others too. Dear school children, do you have any idea how we can help the sad doll? What could we say to her?"

2

**Sad doll:** "Oh your words already help me a lot. But still, there are situations where I'm not so good at washing my hands. For example, when there is no soap."

**Happy doll:** "Do not worry, you are not alone with this challenge. Am I right, children? Unfortunately, I do not know what to do in this situation, but the children can certainly help us! What do you recommend the sad doll, what could she do in this situation?"

3

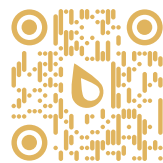
**Sad doll:** "Oh you have many good ideas dear children! I am sure that I will be able to do it from now on. Do you think that I will be able to do it now?"

**Happy doll:** "See sad doll, the kids believe in you and support you. And from now on you will surely manage to wash your hands properly. That's why it's important that we support each other in washing our hands and tell each other what the other is doing well."

**Sad doll:** "Absolutely! Thank you, dear children and see you soon!"

### TIPS AND MORE

- > With older children it is possible that they make up a theatre themselves with the different situations where the sad doll has trouble washing her hands.
- > Either they can act as characters or use the puppets.
- > If a school festival is planned, it can be part of the festival.
- > **Additional information:** Leclert, L., Wanjihia, C., Angly Bieri, F., 2019. The CHAST Kit – Children's Hygiene and Sanitation Training, Facilitator's guide, 3rd edition. Caritas Switzerland.  
www.susana.org: <https://bit.ly/4eUZgpg>



ACTIVITY

## 12

## Share your soap

## WHAT IS THE OBJECTIVE?

The goal is to identify barriers to handwashing and what solutions exist. To do this, they can draw on strategies they have used in the past.

COST  
LowDIFFICULTY  
LowDURATION  
120 MinutesRANAS FACTOR  
Barrier  
planningRANAS BCT  
Prompt coping  
with barriers

## WHAT YOU NEED

- > A paper for the emergency aid plan.

**Remark:** Manila Cardboard paper can be used.

## EMERGENCY AID PLAN

- > Advise him to wash his hands to prevent himself from diseases.
- > Wash hands after visiting the toilet.
- > Wash hands after playing.
- > Wash hands before eating.
- > Wash hands before coming to school.
- > Wash hands with soap.
- > Wash hands with ash if there is no soap.
- > Wash hands with clean water.
- > Wash hands after sweeping.



## HOW TO DO THE ACTIVITY?

1

### QUESTION:

We all experience difficulties once we want to wash our hands.  
Can you list which ones you have already experienced?

Collect the answers on the paper, which can be hung up at the end as an emergency aid when washing hands.

2

### QUESTIONS:

What did you do once you encountered one of these difficulties?  
What are your solutions to them?

The solutions are also written on the emergency aid paper.

3

### QUESTIONS:

Which solutions do you find best?  
Or which solutions work well and which not so well?

The children vote for three solutions that will go on the emergency aid plan.

4

Directly hang the emergency plan in the room so the children know where it is.

5

As a final step, you can play a game of tag in the schoolyard. The game of tag is called share the soap. There are one or two catchers (soap thieves) who steal their soap by touching their classmates. The person touched must freeze on the spot. They can be freed by two classmates making a circle around the person with their arms and rubbing their hands together as if they were washing their hands. This way the touched person regains soap and is back in the game.



### TIPS AND MORE

- > The game does not have to be performed but is optional. The teacher can decide that.

ACTIVITY **13**

# Around the clock

**WHAT IS THE OBJECTIVE?**

Stimulate participants not only to formulate what she/he will do, but also when, where, and how she/he intends to achieve his or her goal of washing hands with soap in all key situations.

COST  
LowDIFFICULTY  
LowDURATION  
90 MinutesRANAS FACTOR  
Action  
planningRANAS BCT  
Prompt specific  
planning

## WHAT YOU NEED

- › Template of a clock divided in the times: morning, afternoon and evening.
- › For each pupil one clock needs to be provided.
- › Template of the key situations of handwashing for each pupil.



## HOW TO DO THE ACTIVITY?

1

Distribute the watches and the template of the key moments for washing hands to each child. Set the hand of the clock to the morning and ask the children in which key situations in the morning hands need to be washed. The mentioned key situations are pasted on the watch. Pupils will do the same but stick it on their individual watch. Let them paint a raising and an evening sun on their own watch to indicate morning and evening.

### QUESTIONS:

**Around what time does this key situation take place?**

**Where does it take place?**

**What material do you need and what do you find at the sink that you use for this situation?**

2

The same is done with the other two times of day on the clock: Afternoon and Evening.

3

At the end, they count together how many times a day they should wash their hands and whether they have already managed to wash their hands this number of times. As homework, the children are asked to wash their hands at the times discussed and to reach the total number.

### TIPS AND MORE

- > If the children can already write, this exercise can be done as a worksheet and discussed together at the end.
- > Younger children can also be given a worksheet, but it must be more prepared and instead of describing they can colour the worksheet.
- > One form of planning is the daily routine planning where the person is prompted to plan exactly when to perform the desired behaviour in the course of daily life. The ideal moment is discussed with the person to assure a realistic planning. Depending on the behaviour, more than one moment in the daily routine can be defined. Detailed planning supports the achievement of a set goal. The more specific the planning is, the higher is the chance that the person will remember to engage in the behaviour in the planned moment. Ideally, it leads to a (nearly) automatic performance of the behaviour.

ACTIVITY

# 14

## Self-monitoring calendar

### WHAT IS THE OBJECTIVE?

Invite the pupils to (self-)monitor their behaviour by means of recording it (e.g., frequency). Monitoring increases the awareness of one's behaviour and thus reinforces the behaviour.

COST  
Medium



DIFFICULTY  
Low



DURATION  
60 Minutes

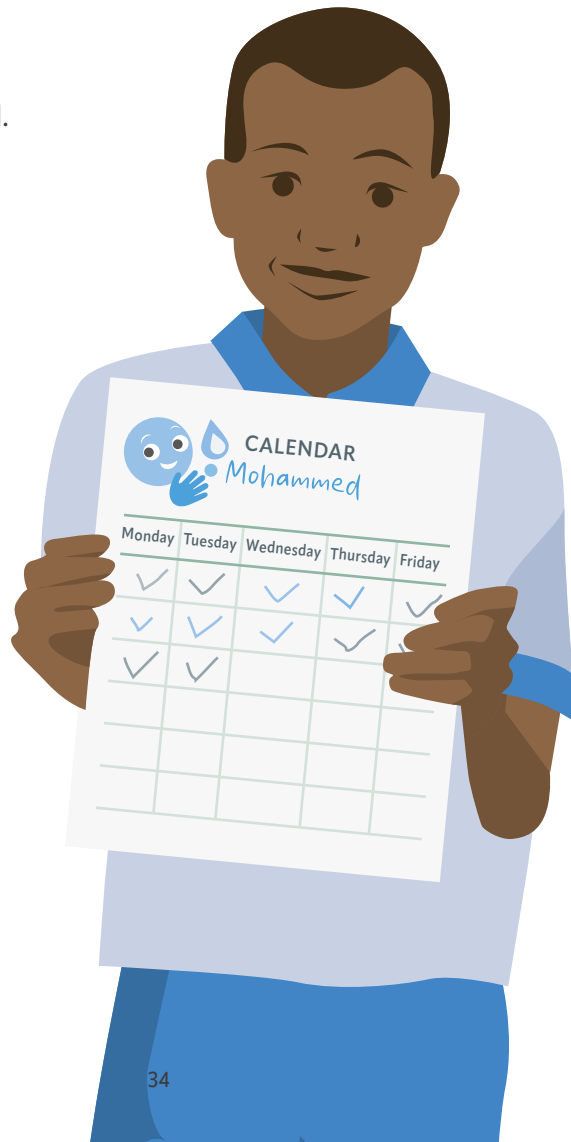


RANAS FACTOR  
Action control

RANAS BCT  
Prompt  
(self-)monitoring of behaviour

### WHAT YOU NEED

- › Calendar for one month for each pupil.



## HOW TO DO THE ACTIVITY?

1

The prepared calendars are distributed to the school children. Instruct the children to stick the calendar either on a schoolbook or the homework book. Explain to the school children that with the help of the calendar, they will observe the number of times they wash their hands in a month by themselves. The goal is to increase the number, so that at almost each key situation, hands are washed.

2

**Follow up by the teacher:** At the end of the week, let them count how many times they washed their hands and if they are satisfied with the number. They can then individually think about a new goal for the next week.

3

**Follow up by the teacher:** Discuss with the class whether anything has changed in the number of times they wash their hands and whether they remember more when they monitor themselves.



### TIPS AND MORE

- > Child friendly calendar can be chosen and print for the children e.g., calendar that contains cartoon characters.

ACTIVITY **15**

# Fancy sink

COST  
Medium



DIFFICULTY  
Low



DURATION  
180 Minutes



RANAS FACTOR  
Remembering

RANAS BCT  
Use memory aids  
and environmental  
prompts

### WHAT IS THE OBJECTIVE?

School children are encouraged to design and install memory supports to remember the new behaviour and trigger it in the right situation.

## WHAT YOU NEED

- > Printed footprints or paint for footprints.
- > Decoration material for the sink, e. g., Stickers for cartoon characters.
- > Cardboard or wooden templets for signs to the sinks and rope to hang the signs.



## HOW TO DO THE ACTIVITY?

1

To help everyone remember where the sinks are located, decorate a sink, the path to the sinks, or the signposts with the class. Alternatively, the projects can be divided within a class or between classes.

### A) Instruction for sink decoration:

For example, paint the walls around the sink, hang other decorative material.

### B) Instruction for the path to the sinks:

Using a template of footprints, paint them on the floor from the classrooms or from the school entrance. If it is not allowed to use paint, the footprints can be printed, cut out and glued on the floor.

### C) Instruction for the signpost:

Distribute the cardboard or wooden template for the signs to the children. They can paint them first in one colour. While the paint is drying, they can count the steps from where they want to hang their sign to the next handwashing station. Once the paint is dry, they can write on it "Handwashing Station" and then the number of steps or how many minutes it will take to get there. Things can also be written on the sign such as "Have you washed your hands yet?"

2

After that, the creative projects are implemented and hung up. For example, the signals can be placed on the playground.

## TIPS AND MORE

- > The various small projects can be organised within a class or across classes.
- > A cue is most effective once it is placed where the behaviour is to take place. It is also possible to use triggers in the environment to remind people to perform the behaviour.
- > The distance to the sink can be indicated on the signpost with number of steps or metres.
- > The footprints can be painted on cardboard instead of paint on the floor, and then attached either to the floor or to the walls.

ACTIVITY **16**

# The wall of handwashing

**WHAT IS THE OBJECTIVE?**

Invite the students to agree on a behavioural contract to strengthen their commitment to a set goal. The contract can be in writing or oral (or e.g. represented by a picture or a handshake), and in form of a self-commitment or an agreement with another person or the public (see also public commitment).

**COST**  
Medium



**DIFFICULTY**  
Medium



**DURATION**  
120 Minutes



**RANAS FACTOR**  
Commitment

**RANAS BCT**  
Prompt to agree on a behavioural contract

## WHAT YOU NEED

- > A white wall in the schoolroom/school building.  
*Remark:* School management must be informed. If no wall may be painted, a large white cloth can be used as an alternative, which can be hung up.
- > Waterproof paint, different colours.



## HOW TO DO THE ACTIVITY?

1

Prepare the wall in a way that the following points are included:  
"I commit to always wash my hands".

Design the wall with a beautiful pattern or similar.

2

Gather the class in front of the wall and the person implementing the exercise gives a short speech about the importance of handwashing. In addition, they mention that, with the palm print, a contract is signed that we will do our best to wash our hands.

3

The students should now write their name on the wall and then sign it with their palm or a fingerprint.

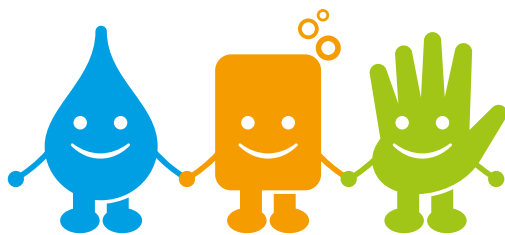
4

After that, they are sent to wash their hands and at the end sing a suitable song.



### TIPS AND MORE

- > With older students, it can be planned that the patterns on the wall are designed together.
- > In case there is not enough space, the children can also sign with their fingerprint.
- > This activity is fitting for Global Handwashing Day on October 15.



**YOUR  
NOTES**



**YOUR  
NOTES**





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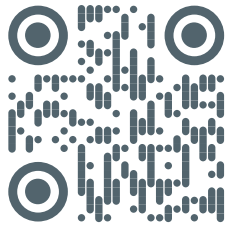
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