

RANAS APPROACH

Activity Catalogue to strengthen handwashing with soap in schools in Palestine

Activity catalogue designed for primary school children



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>

CONSORTIUM PARTNERS



FUNDING



hands4health is mainly funded by the Swiss Agency for Development and Cooperation (SDC). Co-funding is provided by the consortium members and by third parties.

AUTHORS

Andrea Tamas
Sara Calmonte
Ola Sa'o
Issa Younan
Safa Sultan
Miriam Harter

SWITZERLAND
APRIL 2025



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 Palestine. 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:
ACTIVITY 01 PAGE 08	SOAP CHASING PEPPER: THE IMPACT OF HAND WASHING ON GERMS	Health knowledge	Present facts
ACTIVITY 02 PAGE 10	THE DANGER OF NOT WASHING HANDS	Vulnerability	Inform about and assess personal risk
ACTIVITY 03 PAGE 12	GERMS ATTACK	Severity	Arouse fear

ATTITUDES

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

NORMS

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

ABILITIES

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

SELF-REGULATION

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

ACTIVITY

01

Soap chasing pepper: The impact of hand washing 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
Low



DURATION
20 Minutes



RANAS FACTOR
Health
knowledge

RANAS BCT
Present
facts

WHAT YOU NEED

- > Black pepper
- > 3 small plastic container for each student group
- > Water and soap for each student group



HOW TO DO THE ACTIVITY?

1

Divide the class into groups of 3 - 5 students or in bigger classes the groups can be 10 – 12 students.

2

START WITH SOME QUESTIONS LIKE:

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 in the shallow bowls some water. Explain to them that black pepper is germs → Choose from the ones they answered in step 2. The pupils pour the black pepper into each bowl.

4

Now each student puts a finger in one of the bowls. Ask them what is happening without handwashing e.g., the colour does still stick 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 students explain what happened and how they explain the impact of hand washing.

6

To demonstrate the transmission of disease, students are divided into 3 groups. The groups line up and palm oil is given 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

- > It is recommended to use spices with strong and concentrated colors.
- > 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.
- > **Additional information:**

<https://www.youtube.com/watch?v=ho0o7H6dXSU>

https://www.youtube.com/watch?v=ecKiZ_OGsbE in Arabic



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
High



DIFFICULTY
Medium



DURATION
20 Minutes

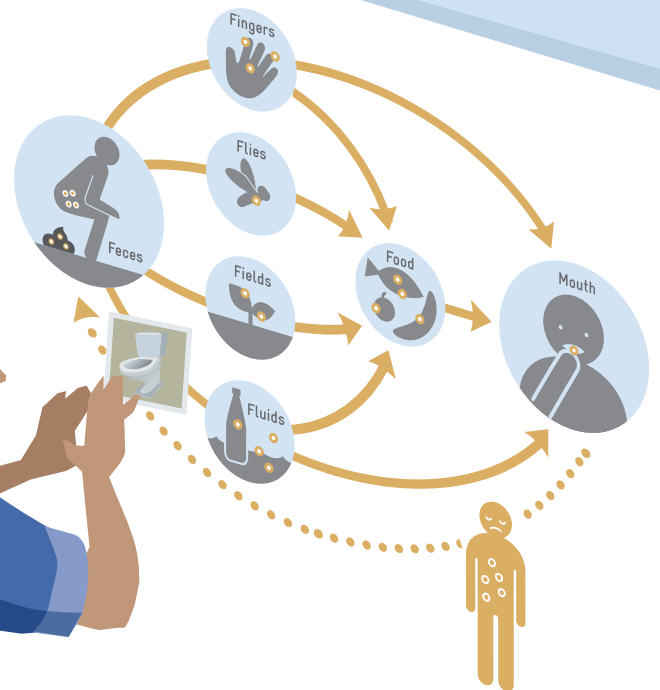


RANAS FACTOR
Vulnerability

RANAS BCT
Inform about and
access personal risk (3)

WHAT YOU NEED

- > F-Diagram.
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.
- > Laptop and stereo



Source: F. Chart, DepEd Philippines



HOW TO DO THE ACTIVITY?

1

Ask the Children what are three diseases that they know. These are used as examples in the exercise. Select three diseases that are relevant, if children dont 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 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 transmission of diseas 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 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://www.youtube.com/watch?v=iEMaVN4kuE&t=28s>
- > **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>



Germs 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
Low



DIFFICULTY
Low



DURATION
20 Minutes

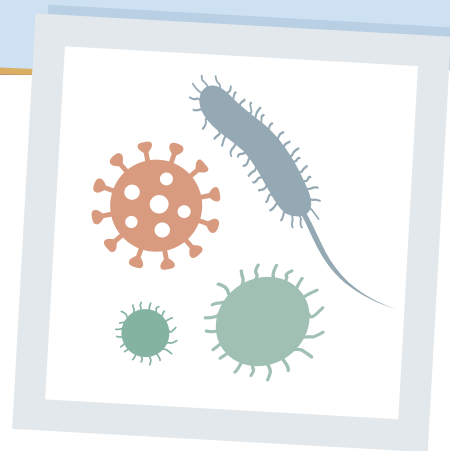


RANAS FACTOR
Severity

RANAS BCT
Arouse fear (4)

WHAT YOU NEED

- > Pictures of germs
- > Pictures of the different stages of bread.
Remark: The activity needs to be done once before so that the different stages of bread can be photographed and brought to the class.
- > Pieces of bread
- > Soap
- > Disinfectant
- > Clear bags with a good seal
- > Sticky tape



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 because 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 concluding 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 disinfectant washed hands
- > touched with soap washed hands

QUESTION: What happened with each 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?

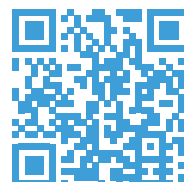
7

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 review briefly 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 instead.
- > Watch results of the bread experiment:
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 washing hands.

COST
Low



DIFFICULTY
Low



DURATION
15 Minutes

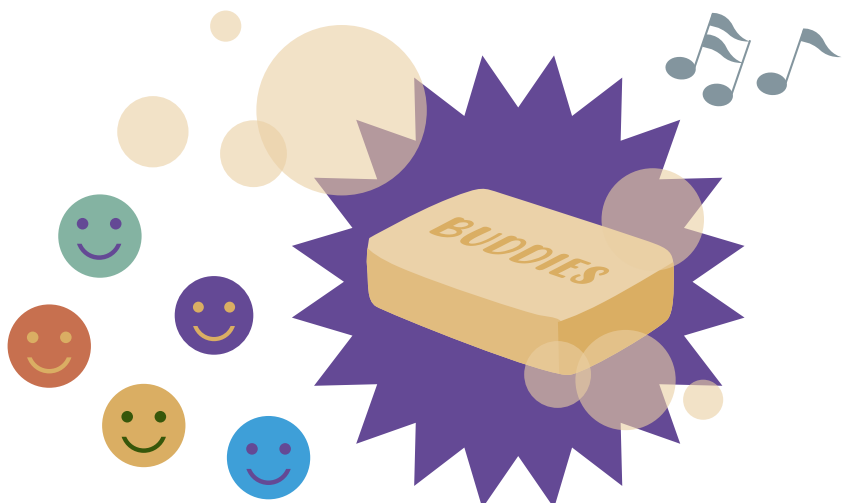
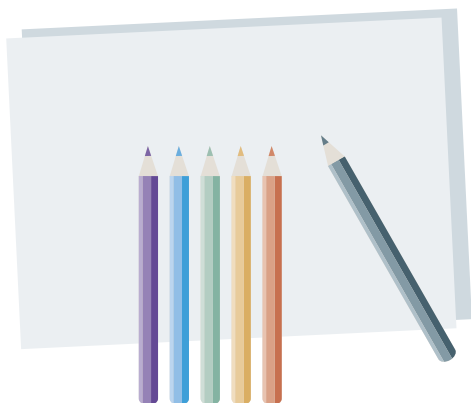


RANAS FACTOR
Beliefs about costs and benefits

RANAS BCT
Use subsequent reward (6)

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: Soap, pencils, stickers...



HOW TO DO THE ACTIVITY?

1

Students are instructed to form teams of three. These will be their hand washing buddies for one week or more.

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 three 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 event, 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 hand washing?

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
20 Minutes



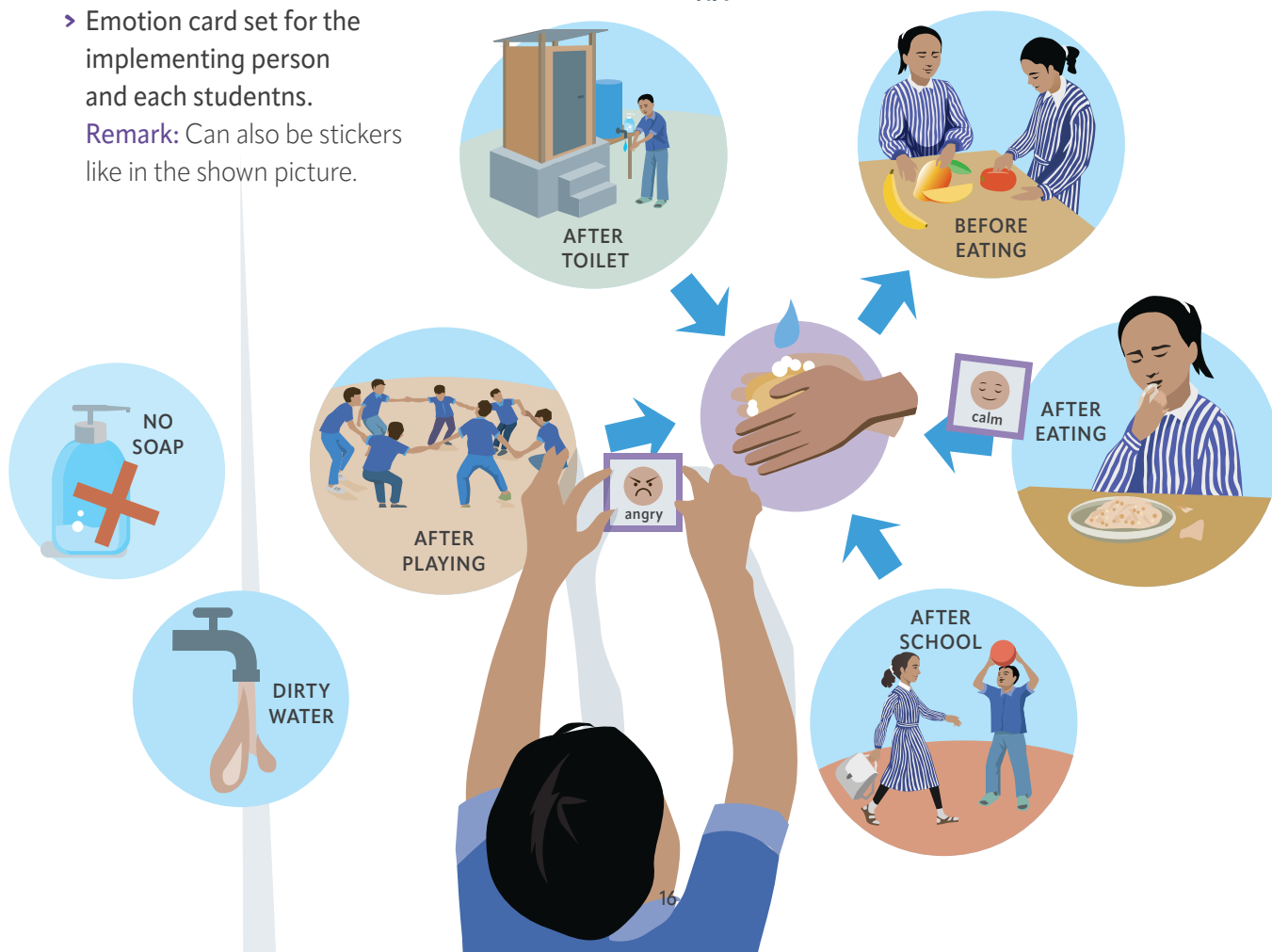
RANAS FACTOR
Feelings

RANAS BCT
Describe feelings about performing and about consequences of the behaviour (8)

WHAT YOU NEED

- > Worksheet with images of handwashing key situations.
 - > Emotion card set for the implementing person and each student.
- Remark:** Can also be stickers like in the shown picture.

KEY SITUATIONS FOR HANDWASHING



HOW TO DO THE ACTIVITY?

1

Sheets containing various situations is posted on the board. It is important to include all the key situations related to handwashing in the exercise. Stickers representing the various emotions are spread out on the table

2

Next, discuss the different scenarios with the students.

Ask the students to explain what they see and how they feel about the scenario. For this purpose, students choose an appropriate sticker and stick it on the scenario. The teacher reminds the students that sometimes we can have less positive emotions, such as disgust or shame for washing our hands once. Don't be afraid to choose negative emotions as well. Afterwards, all the children can act out the emotion expressed.

3

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, the worksheet can be distributed to students and they can be asked to write their feelings on it. They can then discuss it together in class.

ACTIVITY **06**

Raise the flags

WHAT IS THE OBJECTIVE?

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

COST
Medium



DIFFICULTY
Low



DURATION
20 Minutes

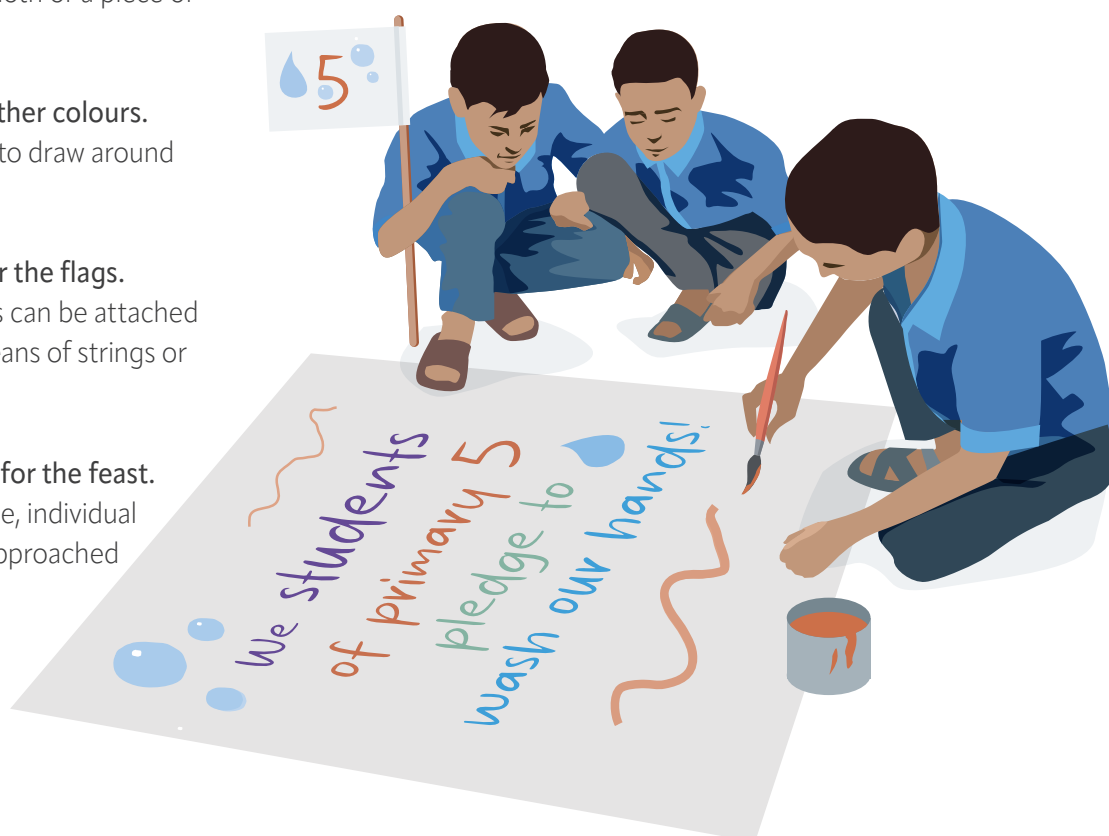


RANAS FACTOR
Others'
behaviour

RANAS BCT
Prompt public
commitment (10)

WHAT YOU NEED

- > Fabric for the flags per class and one per child to take home.
Remark: Otherwise, you can use carton or an old cloth or a piece of carton or paper.
- > Acrylic paint or other colours.
Remark: Or pens to draw around the kids' hands.
- > Wooden poles for the flags.
Remark: The flags can be attached to the walls by means of strings or sticky tape.
- > Optional: 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 that the flags are a visible sign of the commitment of all students to wash their hands with soap.
- > A suitable song or songs for the children to sing.
- > Prepare the flags of the classes that can be hoisted.

3

During the ceremony, welcome everyone present, recall the importance of washing hands with soap and the fact that each student 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

Each student can also make their own flag and take it home.

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

- > The activity can be organized for some classes of the school 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
Low



DIFFICULTY
Low



DURATION
15 Minutes



RANAS FACTOR
Others'
(dis)approval

RANAS BCT
Inform about
others' approval/
disapproval (11)

WHAT YOU NEED

- > Paper and coloured pencils for all school children.
- > Sticky tape.



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

Ask the students to have their hero sign the letter, and draw a picture of themselves washing their hands together.

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.
- > For young students: You can provide them with hand-washing situations and ask them to stick them on the paper. They can also draw a role model instead.

ACTIVITY 08

I am a role model!

WHAT IS THE OBJECTIVE?
 Students set a good example (e.g. for their family) by engaging in the desired behaviour to positively influence others' behaviours.

COST
 Low



DIFFICULTY
 Low



DURATION
 10 Minutes



RANAS FACTOR
 Personal norms

RANAS BCT
 Prompt identification as role model (18)

WHAT YOU NEED

- > A ready-made template for students with appropriate text for the activity.
- > 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

The teacher asks the students to take the paper home, wash their hands with the identified person, and fill out the paper together.

5

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.

6

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 have colour in.
- > Students can be given certificates for being a good role model to others.

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
Low



DIFFICULTY
Low



DURATION
20 Minutes

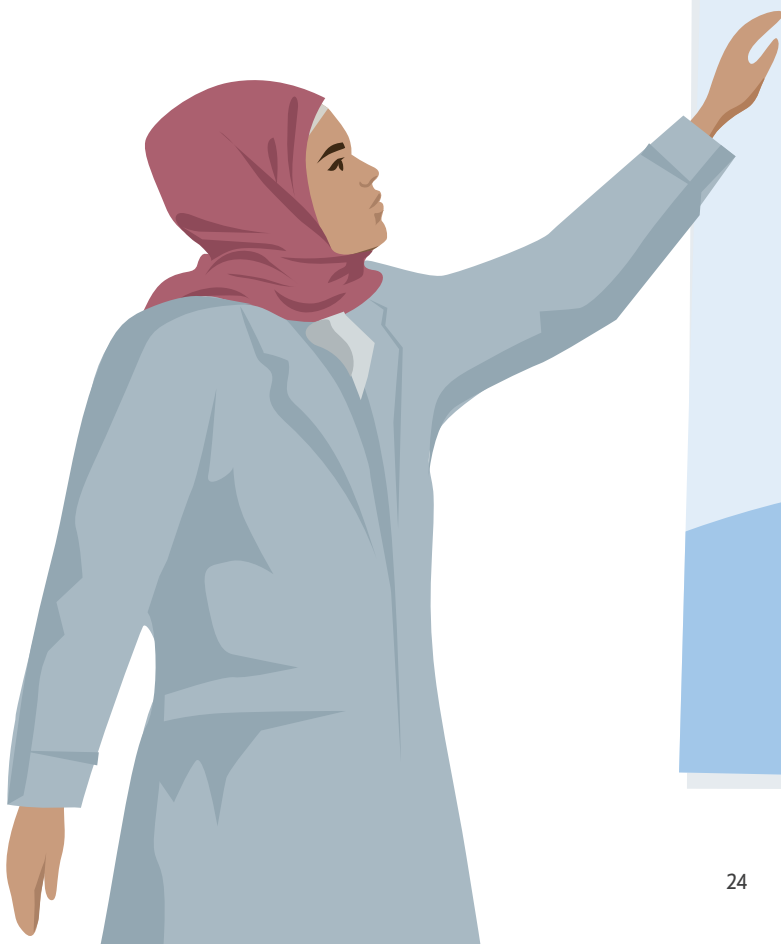


RANAS FACTOR
How-to-do-knowledge

RANAS BCT
Provide instruction (15)

WHAT YOU NEED

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



SIMPLE STEPS TO WASH YOUR HANDS WITH SOAP

Wet hands

Rub palms and interlace fingers

Rub nails and fingertips

Rub thumbs

Rinse with cleanwater

...and dry hands in the air.

SING TWICE THE HAPPY BIRTHDAY SONG

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 the end of the exercise, sing as a group the happy birthday song twice and do all the hand techniques for proper hand washing.

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.

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 High ■■■	DIFFICULTY High ■■■	DURATION 60 Minutes ●	RANAS FACTOR Confidence in performance	RANAS BCT Provide infrastructure (16)
----------------------------	----------------------------------	------------------------------------	--	---

WHAT YOU NEED

- > Soap scraps or soap flakes.
Remark: Glycerin is a good choice.
- > 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.
- > A tray or board for the soap to dry.
- > Soap colour, essential oils, dried flowers or herbs, thin wooden stick, string
Remark: Optional



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

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.

4

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.

5

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.
- > Decorating ideas can be found in the video in the materials folder.

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
20 Minutes



RANAS FACTOR
Confidence
in continuation

RANAS BCT
Use arguments
to bolster
self-efficacy (22)

WHAT YOU NEED

- > Puppet show script.
- > 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](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
Low



DIFFICULTY
Low



DURATION
20 Minutes



RANAS FACTOR
Barrier planning

RANAS BCT
Prompt coping with barriers (30)

WHAT YOU NEED

- > A paper for the emergency aid plan.

HANDWASHING EMERGENCY PLAN

DIFFICULTIES	BEST SOLUTIONS
no water	Bringing water with us from home
No soap	- Bringing soap from home - Using sanitizer
Sinks are out of order	- Informing the school's principal - Using personal water or sanitizer
Long queue	Using personal water or sanitizer



HOW TO DO THE ACTIVITY?

1

QUESTION TO THE CLASS:

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

ASK THE CLASS:

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

ASK THE CLASS:

Which solutions do you find best?

Or which solutions work well and which not so well?

4

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

5

An optional step is that you can play a game of "Taq Taq Taqieh"

"Taq Taq Taqieyh (ha ha hat): A group of children sits on the floor in a circle, then a child carrying a small paper carton with the word "germ" written on it begins to spin around the outside of the children's ring and sings with them the "Taq Taq Taqieyh" song.

Usually, at the end of the song, the child who is spinning asks the children to close their eyes so he/she can pick one of them to put the piece of cartoon behind their back, and once he/she does that he/she starts running from the picked child.

Instead, at the end of the song, the spinning child will ask the children to start imitating washing their hands until he/she picks one of them (the one who doesn't wash his/her hand properly) and puts the "germ" word behind one of their backs. The one who discovers that word is behind his/her back starts running after the spinning student who runs and tries to save him/herself by sitting in the place of the child he/she picked. If he/she succeeded and took the picked child's place, the new child with the word "germ" starts a new round with the song."



TIPS AND MORE

- > The game does not have to be performed but is optional.

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
15 MinutesRANAS FACTOR
Action
planningRANAS BCT
Prompt specific
planning (26)

WHAT YOU NEED

- > A large sized template of a clock divided in the times: morning, afternoon and evening, and An A4 clock template for each student is also included.
- > Large-sized handwashing situations. In addition to small-sized handwashing situations for each student.



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-day times 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.

ACTIVITY

14

Self-monitoring calendar

WHAT IS THE OBJECTIVE?

Students learn 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
Low



DIFFICULTY
Low



DURATION
10 Minutes



RANAS FACTOR
Action control

RANAS BCT
Prompt
(self-)monitoring of behaviour (27)

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
Medium



DURATION
30 Minutes



RANAS FACTOR
Remembering

RANAS BCT
Use memory aids
and environmental
prompts (34)

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 of cartoon characters.
- > Cardboard or wooden templates 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 school classes.

A) Instruction for decorate the sink:

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 hanged. 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.
- > 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?

Students agree on a behavioural contract to strengthen their commitment to a set goal. The contract can be in writing or orally (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
High



DIFFICULTY
High



DURATION
60 Minutes



RANAS FACTOR
Commitment

RANAS BCT
Prompt to agree on a behavioural contract (36)

WHAT YOU NEED

- > A white wall in the schoolroom/school building.
- > 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

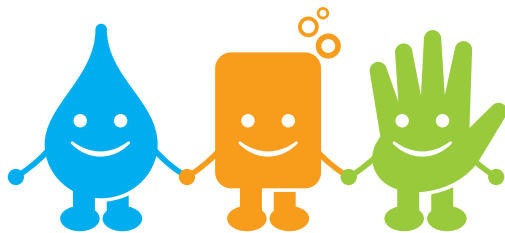
The students should now write their name on the wall and then sign it with their palm or a fingerprint.

4

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

TIPS AND MORE

- > Drawing on the wall is not allowed; a large white piece of cloth can be used as an alternative that can be hung.
- > 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.



**YOUR
NOTES**



**YOUR
NOTES**



IMPRINT

PUBLISHED BY:

University of Applied Sciences and Arts
Northwestern Switzerland (FHNW)

Hofackerstrasse 30
CH - 4132 Muttenz
fhnw.ch

PLACE AND DATE OF PUBLICATION:

Switzerland, 04. 2025

EDITED BY:

Sandra Fürst and Matthias Saladin,
Skat Foundation

AUTHORS:

Andrea Tamas, Sara Calmonte, Ola Sa'o, Issa Younan, Safa Sultan,
Miriam Harter

DESIGN, LAYOUT, ILLUSTRATION:

Christine Lüdke, büro lüdke GmbH, Germany
Varbanets Pavel, Vuna GmbH, Switzerland

COPYRIGHT:



This document is published
under a CC BY-SA 4.0 license.

Creative Commons Attribution — ShareAlike 4.0 International:

This license requires that reusers give credit to the creator.

It allows reusers to distribute, remix, adapt, and build upon the
material in any medium or format, even for commercial purposes.

If others remix, adapt, or build upon the material, they must
license the modified material under identical terms.

› BY: Credit must be given to you, the creator.

› SA: Adaptations must be shared under the same terms.

CONTACT:

Hands for health

Dr. Maryna Peter

University of Applied Sciences and Arts Northwestern Switzerland

hands4health.dev

PROJECT PARTNERS



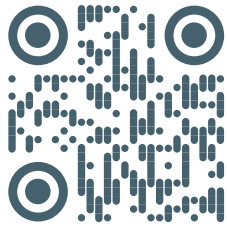
FUNDING



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development
and Cooperation SDC

hands4health is mainly funded by
the Swiss Agency for Development
and Cooperation (SDC). Co-funding is
provided by the consortium members
and by third parties.



hands4health.dev



A research project to improve hand hygiene, water quality and sanitation in health care facilities and primary schools not connected to functional water supply systems