Personal Hygiene
One-Hour Training

www.herproject.org
Overview

This is a guide for a one-hour training on personal hygiene. This training is best used in groups of between 10 and 40 people and can be conducted with either male or female participants. It is recommended that the trainer also speak with workplace management to ensure that sanitary facilities are acceptable and that training participants will be able to act on what they learn in the training.

What Is Included?

This packet will help you lead a session on personal hygiene. It includes a proposed training agenda, the materials needed to conduct the training, key messages to emphasize during the training, and examples of what to say while training.

What if This Is My First Training on Personal Hygiene?

While it can be intimidating to give a training for the first time, everyone has something to offer and something to learn. Preparing for the training by reviewing the lesson and key messages before the training will help you to feel familiar and comfortable with the content.

If someone asks a question during the training that you do not know the answer to, it is important that you say "I do not know" and then follow up with a health care professional in order to provide accurate information. No one trainer can have all of the answers—it is okay to say "I don’t know." Only provide information that you are certain is accurate.

How Do I Use the Document?

Trainer's Tips

Start with the introductory module:
This training is part of a broader health training curriculum. We recommend starting with the introductory module, Our Health Is Important.

HERproject Toolbuilder: Use the pictures in the HERproject Toolbuilder to develop your own personal materials focused on personal hygiene.
http://herproject.org/toolbuilder

Trainer's Tips provide helpful information about how to conduct a session. Trainer's Tips might provide guidance on how to encourage participation or how to adapt a training to respond to differences in beliefs or behaviors in different places or among different groups of people. Trainer's Tips have been gathered from training professionals, including HERproject implementing partners in many countries and regions.

How much time you need for each section is indicated at the beginning of every section.

Numbered items show the order of tasks to be completed by the trainer.

Italics (slanted letters) provide an example of what a trainer could say to session participants.
Prepare for the Training

Agenda

Familiarize yourself with the agenda of the training. The one-hour training agenda below provides guidance about how much time you should spend on each section of the training.

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<th>Topics</th>
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<tr>
<td>5 minutes</td>
<td>Close the Training</td>
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Understand the Key Messages

Before starting the training, it is important that you understand the key lessons to be emphasized during the training.

**Personal Hygiene Key Messages**

» Germs are tiny living things that can cause diseases. These germs can be passed from one person to another.
» Practicing good hygiene can help us protect against these germs and diseases.
» A good rule to follow is to wash our hands before preparing food, before eating, and before breast-feeding. We also need to wash our hands after going to the toilet and after changing diapers or otherwise having contact with feces.

Gather Materials

The materials listed below will be used during the Personal Hygiene Training:

1. Flip chart (or large sheet of white paper that can be taped to the wall) and markers
2. How Do Germs Spread Activity?: For this activity you will need a small bowl of loose chalk or glitter.
3. Soap, and a pitcher or large bottle of clean water and basin to wash hands in, or access to a sink or water tap.
4. Create and print your own “When Should I Wash My Hands?” activity cards. For this activity you will need pictures of the following activities or items:
   » Woman changing a diaper
   » Woman preparing food
   » Family eating
   » Woman breast-feeding
   » Toilet or latrine
Personal Hygiene One-Hour Training Module

Open the Training

**Time:** 5 minutes

**TRAINER:** Open the training by (1) introducing the trainer and participants and (2) introducing the subject.

1. Introduce the trainer and participants

Open the training by introducing yourself and the participants. When possible, use a fun and interactive way to introduce participants.

2. Introduce the topic

**Discuss what the training is about.** Today we are going to discuss why good hygiene, or physical cleanliness, is such an important part of staying healthy.

How Germs Spread

**Time:** 20 minutes

**TRAINER:** During this time the participants will be introduced to what germs are and how they spread from one person to the other.

3. Introduce the concept of germs

**Ask an introductory question:** How do people get sick?

Write down all of the ways mentioned on a flip chart or large sheet of paper taped to the wall.

*One way that people can get sick is through germs. Germs are tiny living things, like bugs too small to see, that can cause diseases. Germs come in a number of different forms including bacteria and viruses. Some bacteria and viruses can make us very sick. They can be passed from one person to another by touching things with germs on them, by breathing germs in the air, or through sex. In this training we will talk mostly about germs we get by touching things and that we breathe through the air.*

4. Do the How Do Germs Spread Activity?

**SET UP THE ACTIVITY**

For this activity you will need a bowl of chalk or glitter.

The purpose of this activity is to show how easily germs spread from one person to another. The activity can use chalk or glitter to represent germs. As the volunteers shake hands or touch the same objects, the "germs" are transferred from one person to the other.
DO THE ACTIVITY

a) Select four volunteers.

b) Hold up the bowl of loose chalk or glitter. Explain to the participants that the chalk represents germs. Also remind them that you cannot see germs the same way you can see the chalk or glitter.

c) Asks the first volunteer to dip her hand into the bowl so that she has chalk on her hands.

d) Ask the first volunteer to shake hands with the second volunteer. Ask the second volunteer to show her hands to the group so they can see how the chalk moved from the first volunteer to the second volunteer.

e) Ask the first volunteer to dip her hand into the bowl again so that she still has chalk on her hands. Next, ask her to put her hand on a chair. The chalk will leave a mark on the chair. Instruct the third volunteer to touch the chair where the chalk is. The chalk will transfer from the chair to the third volunteer’s hands.

f) Ask the fourth volunteer to grab a small handful of chalk or glitter. Then ask her to blow on the pile of chalk or glitter to show how germs can be transmitted through the air, for example through coughing.

g) Ask the whole group: What is the best way to get rid of the chalk? Ask the fourth volunteer to wash her hands with soap and water so that the chalk comes off.

DISCUSS THE ACTIVITY

Discuss how the activity shows the spread of germs

At the beginning of the activity, I explained that the chalk was like germs. We saw that the chalk moved from one person to the next when they shook hands. We also saw that the chalk could spread from one person to another if they touched the same object. The germs that can cause diseases like diarrhea and other infections are spread just like this.

5. Discuss the various ways that germs spread

Germs from feces can be spread in many ways—through fluids, fingers, flies, and fields. Discuss with participants how germs can be spread and lead to illness and disease. Use the F diagram to guide your discussion.

Diseases can spread in multiple ways. To demonstrate the different ways, we’re going to focus on how diseases caused by germs from feces can spread from one person to another and make people sick.

» Fluctuation: One way is through water. Germs from feces on the ground can get into water (fluids) and be drunk by you or someone in your family.

» Fingers: The second way is through fingers, or hands that haven’t been washed after going to the toilet. Even though they might not look dirty, unclean hands can pass germs to other hands or onto food.

» Flies: The third way is through flies. Flies land on feces and then can take germs onto food the same way that the chalk went from your hands to your colleague’s hands. That is why it’s important to keep flies and other insects and animals off of your food or out of the kitchen area if possible.

» Fields or floors is a fourth way. Germs can seep into crops and other sources of food if feces are not disposed of properly. To prevent field contamination, it is important that feces are disposed of in toilets or latrines.
When to Wash Our Hands

**Time:** 10 minutes

**TRAINER:** During this time participants will explore when and why (before and after certain activities) it is most important to wash their hands.

6. Do the When Should I Wash My Hands? Activity

**SET UP THE ACTIVITY**
The following activity will remind participants about when it is important to wash our hands. Use the When Should I Wash My Hands? Activity pictures. During this activity, participants will determine whether hand washing should come before or after the activities illustrated in the pictures.

**DO THE ACTIVITY**
*We all saw in the chalk activity how easily germs can be spread from one person to another. We also learned through the F diagram that germs can be spread when we accidentally get germs on food or touch unclean things.*

*One of the best ways to protect ourselves from sickness is by washing our hands. Sometimes we need to wash our hands before doing something, and other times we need to wash our hands after doing something—and sometimes both!*

a) Ask an introductory question: *When do you wash your hands? When do you wash your hands with soap?*

b) Write down all of the answers on the flip chart.

c) Write *Before* and *After* on the flip chart.

d) Hold up each of the When Should I Wash My Hands? Activity pictures. Tell the participants to sort all the images into two groups: In one group put...
pictures of people doing things that require them to wash hands before they do them, such as preparing meals. In the other group put pictures of people doing things that require them to wash their hands after they do them, such as changing a baby’s diaper.
e) Tape the images of the pictures under the relevant category (Before or After).

7. Discuss when we need to wash our hands

Once again, we can think of the timing for washing our hands as before doing something or after doing something. A good rule to follow is to wash our hands before preparing food, before eating, and before breast-feeding. We also need to wash our hands after using the toilet and after changing diapers.

Rearrange the pictures on the flip chart so that the appropriate pictures align with the appropriate time period (Before and After).

How to Wash Our Hands

<table>
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<th>Time: 10 minutes</th>
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<tr>
<td>TRAINER: Participants will learn good hand washing technique to get rid of germs.</td>
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8. Introduce a good hand-washing technique

One of the best ways to protect ourselves against disease is to wash our hands before and after certain activities. Here are the four steps to good hand washing.

» **Step 1:** Wet hands and lather them with soap.

» **Step 2:** Rub hands together for at least 20 seconds. Scrub the backs of the hands, the wrists, between the fingers, and under the fingernails.

» **Step 3:** Rinse hands.

» **Step 4:** Let the hands dry by shaking or waving them in the air (air-drying).

Discuss all of the steps again. This time, ask each of the women to pretend that they are washing their hands using the steps. At the end of the exercise, ask the participants, how do you usually dry your hands? Discuss how towels and clothes can also carry germs. If you do not know if a towel or cloth is clean, it is best to let your hands air-dry after washing them.

9. Answer questions posed by participants

Encourage participants to ask questions about hand washing.

**Additional Ways to Have Good Hygiene**

10. Discuss other ways to have good hygiene

<table>
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<tr>
<th>Time: 15 minutes</th>
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<tbody>
<tr>
<td>TRAINER: During this time the participants will be introduced to additional ways to have good hygiene.</td>
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</table>
In addition to washing our hands, there are other ways that we can protect ourselves from disease.

» It is important to keep the cooking area and the food that you eat clean.
» It is important to keep the toilet area or wherever you go to the bathroom clean.
» It is important to keep your body and the inside of your mouth clean.

PROPER HYGIENE IN THE KITCHEN
In the kitchen:
» Wash your hands with soap before handling food.
» Clean dishes and utensils with soap, and make sure to rinse the soap off with clean (boiled) water.
» Keep animals and insects off of food and out of the cooking area.

PROPER HYGIENE IN THE TOILET
When using the toilet, proper hygiene is especially important:
» Just as germs can be passed by shaking hands, we can also get bad bacteria and viruses through our feet. This is particularly true in a toilet area. Always wear shoes or slippers in the toilet area.
» If you cannot dispose of paper in your toilet, make sure you use a trash bin with a lid.
» Make sure you wash your hands with soap after using the toilet.

PROPER DENTAL HYGIENE
Taking good care of teeth and gums is important because:
» Strong, healthy teeth are needed to chew and digest food well.
» Painful cavities (holes in the teeth caused by decay) and sore gums can be prevented by avoiding sugary foods and drinks (sugar cane, candy, pastry, tea or coffee with sugar, and soft or fizzy drinks like colas), and brushing your teeth twice each day.
» Decayed or rotten teeth and gum disease can lead to serious infections that may affect other parts of the body.

In order to keep your teeth and gums healthy, brush your teeth from top to bottom and side to side. Be sure to brush the front, back, top, and bottom of all teeth.

Sometimes doing all of these things can be really difficult in the areas where we live and work.

Ask participants: Will you be able to keep all of these areas clean? What could be some of your greatest challenges to doing this?

Trainer should facilitate a discussion and try to offer suggestions to encourage participants to overcome their challenges.
Close the Training

**Time:** 5 minutes

**TRAINER:** During this time you will ask the group a series of questions that help them summarize and reflect on the knowledge they have learned.

11. Review participants’ knowledge

Ask the group a series of questions to help them summarize together and reflect on the knowledge they have learned.

**QUESTIONS AND ANSWERS**

**Question:** What are germs?
**Answer:** Germs are small living things that can cause disease.

**Question:** When do we need to wash our hands?
**Answer:** Before eating, before preparing food, before breast-feeding, after using the toilet, and after changing a diaper.

**Question:** Why is it important to wash our hands?
**Answer:** Washing our hands can help prevent us from getting sick or from spreading sickness to others. (There are a number of possible answers.)

**Question:** What are some other ways to get germs besides not washing your hands properly?
**Answer:** Flies, contaminated fields, and water are other ways germs can be spread.

12. Encourage the participants to act

**Ask the participants:**
» Now that we have talked about personal hygiene, who is one person you would like to share this information with?
» What is one thing you have learned today that you will be able to put into practice?

13. Test participants’ knowledge

Administer the Personal Hygiene Post Training Quiz immediately or shortly after the training.