

Infection Prevention School Partnership

Process Checklist

Henry the Hand®
Foundation

Task	Notes	Completed
Identify a school "Champion" to be the point of contact for the Infection Prevention School Partnership.		
Educate faculty, staff and teachers documented during the "Back to School" time. This takes less than 5 minutes during a school planning meeting.		
Teach the 4 Principles of Hand Awareness, Respiratory Etiquette Micro-Droplet Demonstration and the T Zone Protector (Health Shield) to parents during the "Back to School" time, less than 5 minutes during a PA or parent night in September.		
Send the letter to parents in the "Back to School" packet or home with students in the first couple weeks of school.		
Educate faculty, staff and students with the Classroom Presentation. Organize and complete the first presentation(s) around International Clean Hands Week, September 19-25, 2010.		
Organize and complete the second presentation(s) during National Handwashing Awareness Week, the first week of December.		
Organize and complete the third presentation(s) during Patient Safety Awareness Week (can team up with a hospital or health system) in March.		

Demonstrate the Germ Potion, nail brush and T Zone Protector (Health Shield) to faculty, staff, and students during each of the three designated weeks in September, December and March.		
Respiratory Etiquette Demonstration to faculty, staff, and students during each of the three designated weeks in September, December or March.		
A 15-20 minute Skit for your school or classroom with the Henry costume or hand puppets in a puppet show using the School Skit script.		
Maintain two or more of the “ Do Not Touch the T Zone ” and “ Germs on Your Hands ” graphics throughout the school in key locations (school entrance, cafeteria, near bathrooms, outside of nurse’s clinic, etc.)		
Label 90% or more of the bathrooms with Champion Handwasher stickers or Handwashing Guide Static Clings on the soap dispensers, paper towel dispensers or mirrors above the sinks.		
Maintain Classroom Handwashing Charts in each classroom. Identify the “Champion Classrooms” during morning announcements.		
Post the Infection Prevention Calendar.		
The Activity Book pages should be copied and taken home to share with the family to improve their Hand Awareness.		
Reward students and staff for good Hand Awareness behavior with Champion Handwasher stickers, Henry the Hand® temporary tattoos and bookmarks.		

Reinforce “Do NOT Touch the T Zone!” Use/wear the T Zone Protector (Health Shield) to help “break the habit” of contaminating mucus membranes of the eye, nose or mouth during science class, one day per week or as a special event. Repetition is key to behavior change.		
Promote to all faculty, staff, students, visitors, volunteers and vendors to wash, wipe or sanitize their hands upon entry into the school facility. Use a Henry the Hand® graphic at the school entrance as a reminder.		
The 3-½ minute School Visit animation video should be shown at least once a month.		
Play the songs from Henry’s CD of Songs during morning announcements, physical education or when you need a stretch. Repetition is critical to successful adoption of human behaviors.		
The Bacterial Growth Experiment and Germ Potion Experiment are great science projects to further teach the importance of the 4 Principles of Hand Awareness.		
Empower faculty, staff and students to communicate with each other about their own Hand Awareness behaviors. Accountability must be encouraged. The students are watching your behavior.		
Once completed, send a copy of this Process Checklist to the Henry the Hand® Foundation for certification review.		

Criteria for Infection Prevention School Certification

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1. 90% of bathrooms are labeled with Champion Handwasher stickers or labels (static clings) on the soap, paper towel dispensers or mirrors above the sinks.
2. Two or more of the “Do Not Touch the T Zone” and “Germs on Your Hands” graphics are posted throughout the school in key locations (school entrance, cafeteria, near bathrooms, outside of nurse’s clinic, etc.) when evaluator checks.
3. Document Respiratory Etiquette Micro-Droplet Demonstration, T Zone protector and 4 Principles of Hand Awareness to parents during at least one meeting during the year. Preferably during the “Back to School” time.
4. Germ Potion demonstrations, nail brush and T Zone protector presentation to faculty, staff and students during each of the three designated weeks in September, December and March.
5. Respiratory Etiquette demonstration to faculty, staff, and students during each of the three designated weeks in September, December or March.
6. Educate faculty, staff and caregivers on the 4 Principles of Hand Awareness documented during at least one meeting each year.
7. Empower faculty, staff and students to communicate with each other about their own Hand Awareness behaviors (hand hygiene, handwashing, respiratory etiquette, not coughing or sneezing into the hand and cross contamination – do not touch the T Zone without washing hands first). Accountability must be encouraged. The students are watching your behavior.
8. Promote to all faculty, staff, students, visitors, volunteers and vendors to wash, wipe or sanitize their hands upon entry into the school facility.
9. Agree to random visit by an evaluator (this could be a teacher or school employee of our choosing) during designated weeks. Along with checking certain criteria, the evaluator will randomly ask students, “Did the students see the faculty and staff wash their hands at the appropriate times throughout the school day?”
10. Agree to be listed, if certified, as a certified Infection Prevention School in the media and the Foundation’s communications.

“Passing” grade is 80% or greater when evaluator submits data.

“Needs Improvement” if score is 60-79%.

“Keep Trying” if score is less than 60%.

Infection Prevention Tool Kit for the School Items Description

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Dr. Will Sawyer, international infection prevention expert, and his team created the Infection Prevention School Program. Designed with a lesson plan curriculum, this School Program trains students, faculty and staff members to prevent the spread of respiratory and gastro-intestinal diseases. After instituting this Program, a school will see a decrease of the incidence of illness, which should increase attendance within their school.

A healthy student is a better learner. This science-based, multi-media and multi-sensory program will benefit the health of every student and school employee. Implementing the innovative reinforcement techniques and tools of this Program into your school's culture develops a **life-long** practice of the AMA and AAFP endorsed **4 Principles of Hand Awareness**.

This School Kit is a demonstration kit designed for a school nurse, teacher, parent or involved community member to implement the Hand Awareness Program in a school of 250-300 students.

We highly recommend sharing reinforcement tools with friends and family members. These shared teaching and reinforcement tools promote the positive Hand Awareness behaviors adults and children need to emulate. If the adults do not practice these simple behaviors then the children will not. We also have Infection Prevention Tool Kits for the Home, Classroom and Hospital, all designed to promote continuity throughout your community. The cumulative effect of utilizing this Program dramatically reduces seasonal illness, which improves the learning potential for students and increases adult productivity in all aspects of their lives. The component section below details how you can benefit from each tool in the Infection Prevention Tool Kit for the School.

Getting Started:

Understand that this is a Hand Awareness program and not limited to a Handwashing program. Use the Classroom Curriculum Guide to most effectively teach this program with the components listed below.

Components:

Henry's School Visit DVD – This effective teaching tool engages children and produces the best results when watched repeatedly. Watch this 3-½ minute video with your students.

Henry's CD of Songs – Play these songs for your students to listen to repeatedly. Repetition is critical to successful adoption of human behaviors. Pre-school and primary elementary-aged children love the theme song! “Doin’ the Handwash” gets children and adults out of their seats. These two songs will help imprint the 4 Principles of Hand Awareness in the listener’s mind.

Germ Potion and LED black light – This lotion illuminates under a black light. Put the Germ Potion on your hands without telling the students. Before you start teaching, touch some of the students’ hands to

put some of the lotion on them. In your presentation, you can ask the students if anyone has germs on their hands. Then, you can shine the black light flashlight on the hands of those you touched and say, "Look! There are germs on your hands!" Then they can go wash and "see" how well they did by illuminating their hands with the black light. Reference the Germ Potion Experiment document for more detailed instructions.

Respiratory Etiquette atomizer – This tool is designed to perform Dr. Will's **Respiratory Etiquette Demonstration**. To perform this demonstration, use water in the spray bottle to simulate the micro-droplets that our mouth or nose eject when we cough or sneeze. The demonstration serves as a fantastic multi-sensory reminder. Remember: a presentation, without demonstration, is merely a conversation!

Henry the Hand Puppet – Henry's hand puppet makes learning Hand Awareness principles fun for children and easier for adults. It's a great reinforcement tool. For many, visual aids are the most effective method to promote message retention. Humor further improves effectiveness of the puppet. The puppet can be used with the School Skit.

Henry the Hand Nail Brush – The nail brush is one of the most important, and often the most forgotten, tool in the Classroom Kit. These brushes used to be at every sink in hospitals. This tool should be used at least once a day while washing hands, as many germs hide under our fingernails. These brushes have great bristles and the base is "fuse ware". This fuse ware prevents germs from hiding where the bristles attach to the base of the brush. The brush is dishwasher safe and should be placed at the kitchen sink and at every bathroom sink. Use this as a teaching tool to let all of the students know they should be using a nail brush at home.

Henry the Hand Activity Book – We encourage school nurses, teachers or parents to help children complete these activities. This book is designed to teach and reinforce the 4 Principles. On the back of the Activity Book you will find the Home Hand Washing Chart. You can use this to help teach the appropriate times for children to wash their hands. You can encourage and affirm children by rewarding them with a sticker or tattoo when they fill out the chart to your satisfaction (after each wash, everyday or week). We recommend giving an Activity Book to each student. You can download them for free at www.henrythehand.com. You can choose to have the students work on the Activity Book in class or send it home for them to complete with their parents. You could have the each student complete one page of the Activity Book each week as a reminder of the 4 Principles of Hand Awareness that they have learned. This can be downloaded from the web site for free or purchased through the Store. One Activity Book is included in this Infection Prevention Tool Kit for the School.

Henry the Hand Champion Handwasher Stickers – Use these 2.5 inch stickers to reward your students to reinforce good handwashing behavior. We recommend giving each student a sticker after you have taught the Hand Awareness program. They could also be rewarded with a sticker after completing their Home Handwashing Chart (found on the back of the Activity Book) and returned to you. Peer pressure works when applied constructively.

Henry the Hand Temporary Tattoos – Most children love tattoos. They can be used interchangeably with stickers. Remember children are branded as early as two years old and pick up on positive rewards quickly.

Health Shield – Henry's Health Shield serves as a great teaching tool for Hand Awareness. The Health Shield serves as a barrier device, preventing the wearer from violating his or her "T Zone". The Health Shield is great to wear in the classroom to promote behavior change with the students. If a student is continually violating his or her "T Zone", the teacher could have the student wear the Health Shield for part of the day.

T Zone Poster – This vinyl poster is a great visual aid that you can place on any hard surface where everyone can see it. You can remove the poster and place it on other walls. It's great for "show and tell" to help remind their classmates of the 4th Principle of Hand Awareness.

The 4 Principles of Hand Awareness Poster – This poster illustrates the 4 Principles of Hand Awareness with pictures and words. It serves as a great reminder tool in your classroom.

Germs on Your Hands Poster – Use this poster as you teach the students about the germs that could be on their hands. Then you can place this poster on your classroom wall as a reinforcement tool. It will help the students, faculty and staff realize the importance of following the 4 Principles of Hand Awareness.

Handwashing Guide Poster – This poster features a great visual aid to accompany the written handwashing instructions.

Handwashing Guide Static Clings (10) – The Handwashing Guide static clings serve as reminder tools. They are perfect for mirrors and for handwashing areas. Place these above the bathroom and kitchen sinks. For children who cannot read the words, they still "get the picture" with the visual representation of the handwashing steps.

Classroom Handwashing Chart – You can use the weekly handwashing chart in classrooms to help habitualize the appropriate times for children to wash their hands. You can encourage and affirm children by rewarding them with a sticker or tattoo when they fill out the chart to your satisfaction.

Classroom Presentation

Help children understand that clean hands are important to good health. Children at this age are able to protect their own bodies and we want them to develop a greater awareness of the role our hands play in the spread of infectious diseases. The children will mimic your behavior, and repetition of the 4 Principles of Hand Awareness will teach children the correct behavior to mimic. So this program targets adults, as well.

Discuss with children: *Why do we wash our hands?*

- Germs, bacteria or virus, cause illness. (See addendum titled "[Definitions for Germs, Viruses, and Bacteria](#)")
- Germs are tiny microorganisms that spread disease.
- The common cold is a virus.
- We don't see bacteria or viruses like we see dirt, but they are there. (Show the poster "Germs on Your Hands")
- Streptococcus bacteria (round clumps of bacteria) cause nasty sore throats. We have to go to the doctor and will need to take an antibiotic to kill the bacteria in our throat.
- Staphylococcus bacteria are on our skin, which causes pimples or cysts to form.
- Germs are EVERYWHERE (point out where they may be: counter tops, hand rails, floors, desktops, doorknobs, pencils, etc.).
- A sneeze is a blast of air that goes approximately 200 mph (Demonstrate Respiratory atomizer simulating a sneeze). It carries tiny bacteria or virus in a mist and spreads everywhere.

Discuss with children: *When should we wash our hands?*

1. Before eating.
2. After using the toilet.
3. After blowing or wiping your nose.
4. After you cough or sneeze into a tissue.
5. Upon arriving home from school (mall or church) to prevent bringing germs from school (mall or church) into your home. Your home is a "safe zone" from outside germs.

6. Upon arriving at school to prevent bringing germs from home to school. This helps to protect the school by not introducing new germs picked up on the way to school or from home.
7. After petting animals. Petting zoos are a haven for new germs. Simply wash your hands and you are safe.

Discuss with children: *Respiratory Etiquette*

- Whenever you cough or sneeze, lots of micro-droplets that contain germs are released into the air directly in front of you, so "cover up" that cough or sneeze!
- Use the atomizer (spritzer bottle) to demonstrate the droplets from a cough or sneeze, showing how these "respiratory droplets" are propelled into the air.
- When you feel a tiny tickle in your throat, it is a clue that you are going to sneeze and you can prepare for that sneeze.
- Sneeze into a handkerchief, tissue or the crook of your elbow so germs don't float into the air or in your hand. Otherwise, hands can touch something and then spread the infection to others. Your hands become soiled even when using a tissue or handkerchief, so it is necessary to wash immediately.

Demonstrate with children: "Action" and "Result"

-Please demonstrate the "Action" and then have the students explain the "Result." Very effective for retention, knowing that for every action there is a reaction. Using visual aides and repetition are key to retention as well.

<i>Action</i>	<i>Result</i>
Sneeze into your hand	Hand now has the germ
Open the door	Doorknob now has the germ
Someone else touches the doorknob	The germ is now on that person's hand
Person touches their eyes, nose or mouth	They have now contaminated themselves with the germ
The germ is in their own system	They become sick

You may repeat this activity using the Germ Potion Experiment (see addendum).

Demonstrate with children: *How do we properly wash our hands?*

1. Use SOAP AND RUNNING WATER.
2. Rub your hands vigorously for AT LEAST 15 SECONDS.
3. Wash all surfaces including back of hands, wrists, between fingers and under fingernails.
(Use nail brush as prop.)
4. Rinse well - leaving soap on your hands will lead to drying and cracking.
5. Dry hands well with a paper towel. Paper towels have been shown to remove an additional 20% loosely attached germs.
6. TURN OFF THE FAUCET WITH THE PAPER TOWEL you used to dry your hands. This prevents picking up the germs that were on the faucet before you touched it or what you placed on the faucet when turning it on.

Discuss with children: *Henry the Hand's 4 Principles of Hand Awareness*

1. WASH your hands when they are dirty and BEFORE eating.
2. DO NOT cough into your hands.
3. DO NOT sneeze into your hands.
4. Above all, DO NOT put your fingers into your eyes, nose, or mouth.

Discuss with children: *Do not touch the T Zone*

- The T Zone is the mucous membranes of the eyes, nose and mouth. It is the only portal of entry for all respiratory and gastro-intestinal diseases. If we have germs on our hands, we can put those germs into our bodies when we touch our eyes, nose and mouth "unconsciously".
- Imagine that since this is how the majority of disease enters our bodies for respiratory and gastro-intestinal diseases, we may never be sick again!
- Keeping our hands and fingers away from the T Zone will stop that spread of germs into our bodies.
- Use Henry's Health Shield (T Zone protector) to demonstrate how to keep fingers away from the T Zone. Wear it during science or history class. You can then talk about the history of germ discovery (Oliver Wendell Holmes, Ignaz Semmelweis, John Snow or Louis Pasteur).

Rewards:

- You may reward the students daily or weekly with a Champion Handwasher sticker or tattoo.

Experiments:

- Experiments may be conducted to further demonstrate the presence of bacteria and the importance of proper hand washing. These experiments and demonstrations are described on separate documents.

[Germ Potion Experiment](#)

[Respiratory Etiquette](#)

[Bacterial Growth Experiment](#)

[Sniff Test](#)

School Skit:

[Henry the Hand School Skit](#) is also described on a separate document and is a great compliment to the Classroom Curriculum.

Henry the Hand Activity Book:

-Each page is its own lesson plan to be used daily or weekly.

-Every student should take a Henry the Hand's Home Weekly Handwashing Chart and you should be using the Henry the Hand Classroom Weekly Handwashing Chart simultaneously or sequentially.

Teachers, the Hand Awareness message needs to be reinforced. Repetition is the most effective method for retention!

Multi-Media Teaching: There is a 3-½ minute School Visit animation teaching the 4 Principles of Hand Awareness effectively that should be used periodically in each classroom or during an assembly. The songs are very effective as well, and can be played during morning announcements or throughout the day (in gym or when the students need a stretch).

Instructions for Germ Potion Experiment

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Before doing this experiment, please review the proper handwashing technique with your students using Henry the Hand's Hand Washing Guide.

The technique is as follows:

1. Use **SOAP AND WARM RUNNING WATER**.
2. Rub your hands vigorously for **AT LEAST 20 SECONDS**.
3. Wash all surfaces including back of hands, wrists, between fingers, under fingernails.
4. Rinse well (leaving soap on your hands will lead to drying & cracking).
5. Dry hands well with paper towel.
6. **TURN OFF THE FAUCET WITH THE PAPER TOWEL** you used to dry your hands (this prevents picking up the germs that were on your hands when you turned the faucet on).

The kit can be used three ways: handwashing training, demonstration of cleaning surfaces, and spreading germs from one person to another. Divide the class so that half are doing surface cleaning and half are doing "germ spreading." This will allow for discussion between students as they share results.

HAND WASHING: Place a few drops of solution on each student's hands. Have the students rub it in like hand lotion. This will spread the "germs" all over the hands. Have the students wash their hands as described above. As the students wash their hands, use the fluorescent lamp to highlight where they miss (the black light will make the "germs" glow brightly). This should demonstrate the importance of washing your hands correctly. You may want to divide the class further and have some students wash their hands incorrectly at first to show how the germs will remain (i.e. using water only or not rubbing hands vigorously).

SURFACE CLEANING: Use the Glo-Germ (or other similar product or glitter) powder. Shake a small amount onto a table(s) and lightly dust the entire area. Have the students clean the entire surface until all visible powder is gone. Use the fluorescent lamp to highlight the "germs" that were missed.

SPREADING OF GERMS: Shake a small amount of germ potion on students' hands. Have students rub the germ potion all over hands and then shake hands with several other students who do not have the germ potion on their hands. Also have students touch other surfaces and each other. Use the fluorescent lamp to highlight the "germs" that were transferred.

Respiratory Etiquette Micro-Droplet Demonstration

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Utilize an atomizer (spray bottle) to simulate a cough or sneeze demonstrating how germ droplets are dispersed from the mouth and nose, landing on the next surface by gravity. Then the germ droplets lay there waiting for the next hand to "pick up" and carry someplace and "plant" in their eyes, nose or mouth. If someone is "Hand Aware," they will not touch their eyes, nose or mouth with a contaminated finger.

Take a picture with the sunlight or a light shining through the "spray" for a great visual demonstration.

BACTERIAL GROWTH EXPERIMENT

Today we are going to see how bacteria (germs) grow by using petri dishes. These are special dishes that have a tannish colored medium in them, called agar, to help the bacteria grow.

Some things to remember when collecting your sample:

Choose an area that you would touch with your hands – give examples (primary students will use their fingers on the agar to collect the bacteria).

Do not touch the agar.

Use a clean Q-tip to collect the bacteria by rolling the Q-tip on the surface and turning it (demonstrate). The bacteria are now on the Q-tip; do not touch the Q-tip with your hands.

Streak the agar plate with the Q-tip in a tic-tac-toe pattern (demonstrate).

Do not poke the Q-tip into the agar; it will make a hole which makes it harder to see the bacteria grow.

Put the lid on the agar plate and tape the sides shut so that your bacterium does not get out (demonstrate).

Mark the tape with your grade, teacher and what surface you used to collect the bacteria.

With the help of a teacher, place the petri dish in the grow lab*.

*The temperature in the grow lab should be around 37 C (98 F).

Here you explain that scientists use C, not F, and how to convert from F to C ($C \times 2 - 10\% + 32 = F$).

A bacterium doesn't grow when it is too cold (less than 40 F); that is why we use refrigerators to keep our food fresh.

A bacterium doesn't grow when it is too hot (over 140 F). Surgeons sterilize their tools to kill any bacteria or else bacteria would be on our skin and it would get infected.

Bacteria grow well when it is close to our body temperature of 98 F, so we try to keep the lab at around 37 C.

***In the morning you will look at the petri dishes and record what you see (show form to use).

Reminder- DO NOT TOUCH THE PETRI DISHES

There may be condensation (water droplets) collected on the dishes – explain condensation.

***Here's what we are going to do:

Break into groups of 4 or 5.

Each group decides on a place in the school to collect the bacteria – find a place where our hands would be that might have germs.

Again demonstrate and tell how to collect bacteria and where it is to be put.

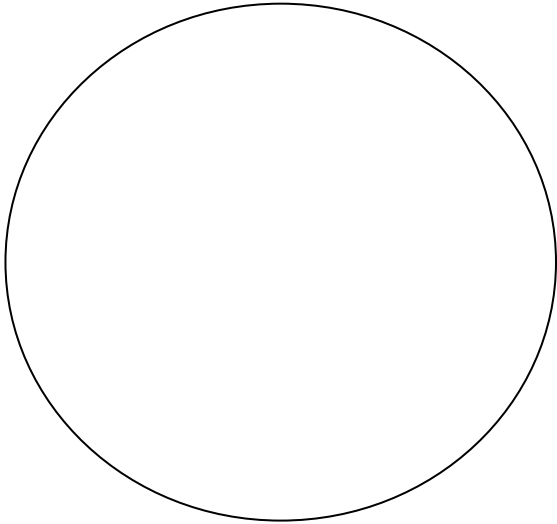
It may take 2 or 3 days for the bacteria to grow on the petri dishes.

***You will be doing a hypothesis – an educated guess – about the bacteria you collected.

***Demonstrate again how bacteria is spread: someone spits, someone else steps on it then walks on the floor, someone sits on the floor, touches it with their hand and then puts hand in mouth.

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How is your hand washing going?



One variable is temperature.

What is the temperature?

Draw what you see in the circle.

Describe what you see.

Explain what happened.

Additional ideas for creating a Science based curriculum:

Below are additional examples of demonstrations and projects that teach students the mechanisms of the spread of disease. Furthermore, it may help students to stimulate interest in discovering other solutions to microbes role in disease and therapies.

1st Principle demonstrations:

- a. They look clean but when you use the Black Light LED they are covered by germs.
- b. Then discuss difference between virulent organisms (loosely attached) versus indigenous flora
- c. Petri dish experiment after sampling pre-wash, post-wash, different surfaces- key board, rail, toilet handle, bathroom doors, locker handle, drinking fountain, etc.
- d. Germ potion, (or glitter, shaving lotion, etc.) on hands and how touching surfaces spread organisms to different surfaces leaving a “trail”.
- e. Object /ball coated with germ potion or some sticky material with or without glitter passed around to demonstrate how hands pass germs around, inadvertently.
- f. Ask each student to use a fingernail clipper or equivalent to clean debris from underneath the nails and pile up the organic matter for students to see what “hides” under their nails. Then discuss the use of nail brushes and where they are used consistently and why.

2nd Principle and 3rd Principle demonstrations:

- a. Simulate coughing/sneezing with atomizer watching how it travels. Take several still pictures or video. Use lighting to improve “visualization”. Adjusting the orifice to demonstrate different distances traveled.
- b. Varying size bubbles (soap bubbles) or strands of plastic to see different effects on air flow with fan.
- c. Momentum demo with varying sized marbles and distance traveled. How size effects distance traveled.
- d. Tissue Demo: spray different thickness of tissues (or brands), paper towel sheets (and brands), to demonstrate how moisture barrier protection of each brand and thickness.
- e. Discuss velocity of coughs and sneezes using a peak flow meter

4th Principle demonstrations:

- a. Discuss how eyes, nose or mouth are the only portal of entry into the human body for all respiratory and gastro-intestinal diseases.
- b. Show anatomic model discussing how esophagus and trachea “Y” and the epiglottis is a “lid” protecting from inhalation versus entering stomach.

- c. Discuss where influenza type illness originate (animal to human transmission when living with the pigs or chickens) and modeling the different mechanisms of transmission between them (direct touch, contamination of utensils/objects placed in mouth, etc.)
- d. Barrier method (HTH Health shield demo) as a protection device and to change behavior. Also observe the behavior of people around in different environments and how many times they touch their T Zone (mucus of eyes, nose or mouth) leaving them vulnerable for infectious disease events.

Henry the Hand School Skit

We encourage the facilitator to use an assembly program, preferably with multiple grade levels present. Pre-school through 3rd grades are the most receptive and with some modification the Skit can be a puppet show.

It is very important that the facilitator be animated and allows time for audience response so children become engaged in the program. The total time for the program is approximately 20 minutes. You will also need someone (parent, school nurse or teacher) to be the “prop person”. Prop person’s role is indicated in the skit.

List of Supplies

1. Bucket of (make-believe water, such as cotton balls) for washing Henry
2. Large shower scrub brush or scrub brush to simulate a nail brush
3. Towel (beach size)
4. Spray bottle for sneeze demonstration
5. Bottle labeled “soap”
6. Posters: Henry’s 4 Principles of Hand Awareness and Germs on Your Hands

Facilitator: (Introduce yourself) “We are going to talk about something that is very important and not very hard to do. Today we are going to talk about washing your hands. Does anyone know **why** it is important to wash your hands?”

(PAUSE FOR RESPONSE)

Facilitator: “There are a lot of different reasons. Washing your hands helps you STAY HEALTHY! When you are healthy, you feel good enough to do the things you want to do, like playing with your friends, going to school and spending time with your family.”

Facilitator: “Being sick is not fun at all. Sometimes your stomach or head hurts. Sometimes your whole body feels hot and you don’t feel like doing anything at all. When you get sick, it is usually because of germs. Does anyone know **what** germs are?”

(PAUSE FOR RESPONSE)

Facilitator: “Germs are bacteria and viruses, but they are so tiny we cannot see them. Even though we cannot see them, it doesn’t mean they do not exist. **Where** are germs?”

(PAUSE FOR RESPONSE)

Facilitator: “On your desk, on doorknobs, in the restroom, on the drinking fountain and even on your hands. Germs can travel around in the air, too. When people cough or sneeze, the germs are sprayed into the air. What happens if you sneeze or cough in to your hands?”

(PAUSE FOR RESPONSE)

Facilitator: “That’s correct. You put germs on your hand.”

Facilitator: “Then what happens to the germs?”

(PAUSE FOR RESPONSE)

Facilitator: “That’s correct. You can spread the germs to the next person or object that you touch. How should you cover your mouth when you cough or sneeze if you don’t have a tissue?”

(PAUSE FOR RESPONSE)

Facilitator: “Yes, into your elbow like this. Aaachoo! **(Demonstrate)** “Let’s all try that together. One, two, three. Aaachoo! **(Have students demonstrate how to sneeze)** Good! That way the germs won’t go into the air and you won’t spread them when touching something. Why is it important to keep your fingers out of your eyes, nose and mouth? “

(PAUSE FOR RESPONSE)

Facilitator: “So you won’t spread germs to yourself. Remember, there are ooey, gooey germs on your hands!”

Facilitator: “Let’s talk about the right way to wash your hands. Just like there is a right way to ride your bike or write your name, there is a right way to wash your hands. I am going to show you how, but I need some help. I brought a friend along to help me. His name is Henry the Hand. I need your help to get him out here, so when I say ‘three,’ we are going to call “Henry” out loud. Ready? One...Two...Three...HENRY!!!”

(Henry enters and joins Facilitator)

(Henry waves.)

Facilitator: Henry says, “Hi every body! Are you washing your hands to stay healthy?”

Facilitator: “Henry would like to tell all the teachers and students Henry the Hand’s
4 PRINCIPLES OF HAND AWARENESS.

(Prop person will hold up 4 Principles of Hand Awareness poster)

1. WASH your hands when they are dirty and BEFORE eating.

Facilitator: “Why should we wash our hands before eating?”

(PAUSE FOR RESPONSE)

Facilitator: “We must wash our hands before eating because there are germs on our hands. If we pick up food with our hands or touch our mouth with our hands, germs can get inside us. Icky!”

(Prop person hold up Germs on Your Hands poster)

2. DO NOT cough into your hands.

Facilitator: “If you cough into your hands, you **WILL** have ooey, gooey germs on them. Then you touch the doorknob to leave the room and the germs are on the doorknob. Your friend touches the doorknob next and you know what...?”

(Prop person hold up Germs on Your Hands poster)

3. DO NOT sneeze into your hands.

Facilitator: Aaachoo! **(Use spray bottle to demonstrate how mist goes into the air)**
“Kids, did you know that when we sneeze, a stream of moisture comes out of our nose just like it does from this bottle, only much faster? That puts germs into the air that other people breathe and onto objects they touch. We don’t want to do that, do we?”

(PAUSE FOR RESPONSE)

Facilitator: “They will have your germs on their hands. This could make them sick. Henry knows that you don’t want to make your friends or family sick.”

Let’s show Henry how we practiced sneezing into our elbow.

4. Above all, DO NOT put your fingers into your eyes, nose or mouth!

Facilitator: “Kids, do you remember what I said about the ooey, gooey germs that are left on your hands after you cough or sneeze into them?”

(PAUSE FOR RESPONSE)

Facilitator: “Do you remember what I said about touching a doorknob after someone who has coughed into his or her hand?”

(PAUSE FOR RESPONSE)

Facilitator: “If you touch that doorknob and put even **one** finger in your mouth, eye, or nose, you have just caught some nasty germs!! Yuck. You could get sick”.

Facilitator: “Now, kids, who can tell us **when** you should wash your hands?”

(PAUSE FOR RESPONSE. If response is limited, read the list)

Facilitator:

Before you eat.

Every time you use the restroom.

After you sneeze, cough or blow your nose into a tissue.

When you get home from school.

Facilitator: “Now that you know when to wash your hands, let’s show you **HOW** to wash your hands. First you need to get both hands wet by putting them under warm running water.”

(Prop person pours bucket of “water” – cotton balls - over Henry)

(Prop person holds up bottle of liquid soap)

Facilitator: “Liquid soap is best since germs can be left behind on bars of soap. Put the soap on both hands and rub your hands together vigorously for at least 20 seconds, making sure you wash your palms, wrists and forearms. It is important that you wash between your fingers and under your fingernails also.”

(Prop person uses a brush (scrub brush) to wash Henry. Henry moves around a little to show happiness as the brush scrubs between his fingers)

Facilitator: “Be sure to wash the back of your hands too! “ (Henry turns around and prop person washes his back and fingernails) “**Rinse** your hands well with warm running water. Make sure you point your fingers down (Henry bends over) so that all the germs rinse off your hands. Finally, take a towel and dry your hands well”. (Henry is dried off with a beach towel).

Facilitator: “See, it’s easy. Anyone can do it.”

Facilitator: “Thank you, Henry, for helping us out today. Before you leave, I have something for you. You are a “CHAMPION HAND WASHER” so I would like to present you with a Champion Hand Washer Medal.

(Prop person will put medal on Henry)

(Henry proudly turns to the assembly)

(Play Henry’s “Doin’ the Handwash” song!)

Facilitator: “Boys and girls, let’s give our new friend, Henry, the “Clean Hand Sign” like this (Demonstrate: palm forward, three middle fingers together, thumb and pinky extended out) All together now! Thank you, Henry! Boys and girls, lets give Henry a big hand!”

(Henry then exits assembly area, waving goodbye.)

(Repeat 4 Principles using the posters - have the students say them with you).

Facilitator: “Hey, I have an idea. I bet we have a lot of Champion Hand Washers in our audience. Let’s give the teachers awards to give to the students when they do a good job washing their hands.”

Facilitator: “The teachers can watch for good hand washers in their classes and award the **CHAMPION HAND WASHER** stickers to those students who show they know how to wash their hands the correct way.”

Facilitator: “Your teacher has an activity book to give you to take home and share with your family. Thanks for coming! Remember to wash your hands and stay healthy.”