



## SCRIPT FOR CHAMPIONS IN THE MUM'S MAGIC HANDS RAPID RESPONSE PROGRAMME

Session 1		
<p><b>INTRODUCTION</b></p> <p>MMH champion Introduces her or himself, participants introduce themselves</p>	<p><b>Instruction:</b> First gather mothers in a location where they can conveniently sit down for a discussion.</p> <p><b>Champion:</b></p> <p><i>'Good morning/afternoon everyone and welcome. Thank you for taking the time out of your busy day to join us today. My name is _____ and I am a volunteer for Oxfam [or name of your organization]. Oxfam [or your organization] is working...'</i> (<b>say a little about Oxfam's [your organization's] work in your context</b>).</p> <p><i>We will be meeting often over the next 4–6 weeks. During this time, I will be sharing with you the story of a mum and her daughter. This mum is just like you and her child is just like your own, but there's something very special about this mum – do you know what that is? I'll tell you – what's special about her is she has "magic hands!"</i></p> <p><i>Who of you thinks you have magic hands?' (Use this to enable women to introduce themselves and talk about whether they think they have/don't have magic hands.)</i></p> <p><b>After the discussion:</b></p> <p><i>'Thank you for all of your interesting ideas and thoughts on Magic Hands. Before I begin telling you about the story, I would like to ask you a few questions about hands in the community and whether they have magic in them!'</i></p>	<p><b>Resources</b></p> <p>Implementation guide/champion script Session 1–3</p> 
<p><b>HAND WASHING ASSESSMENT</b></p> <p>Champion asks participants questions on practice of handwashing with soap.</p>	<p><b>Champion:</b></p> <p><i>'Please answer the questions I'm about to ask you as best as you can, and remember – there are no wrong answers!'</i></p> <p><b>Questions</b></p> <p>1. Is handwashing something people in the community practice regularly? Why or why not?</p>	<p><b>Resources</b></p> <p>Notetaker</p>

	<p>2. When do people in the community tend to wash their hands?</p> <p>3. What do people in the community use for handwashing? (e.g. type of container, etc.)</p> <p>4. When do people tend to use soap for handwashing?</p> <p>5. Are there any times when soap is not used? Why?</p> <p>6. When do you think are the most important times to wash hands with soap throughout the day?</p> <p>7. What was the practice of handwashing with soap like before the emergency? How has it changed?</p> <p>8. Have there been any cases of diarrhoea in your household in the past 2 weeks? If yes, what age group was affected?</p> <p><b>Champion:</b></p> <p><i>'Thanks for your responses. You really helped me to understand handwashing with soap practice in your community.'</i></p> <p><b>Note:</b> If feedback from the above session confirms gaps in handwashing practice at key times, and the previous MMH pre-test indicates that MMH is applicable, go to the next session.</p>	
<p><b>MAGIC HANDS STORYBOARD</b></p> <p>Champion narrates the story from the A4 images, beginning with page 1.</p>	<p><b>Champion:</b></p> <p><i>'Gather around and carefully watch and listen. "I am going to tell you a story. A story of a magical mum and her magical hands told through the eyes of her daughter.'</i> (use a child's tone to narrate the story).</p> <ul style="list-style-type: none"> <li>• Ask mothers to sit close by so they can see the storyboard</li> <li>• Go through the story beginning with page 1 and continue to the end</li> <li>• Ask mothers' questions about the story.</li> </ul>	<p><b>Resources</b></p> <p><b>Mum's Magic Hands Storyboard</b> (20 x A4 laminated colour cards)</p> 

**Discussion points**

Questions to mothers:

Now let's talk about the story you just heard.

Q: What are your initial thoughts about the story?

Q: What about the daughter and the activities she does through the day?

Q: How does the girl's day start? (A: With her mum's magic hands waking her up. Sometimes even tickling her awake.)

Q: What does she do after she wakes up? (A: She uses the toilet.)

Q: What does her mum remind her to do after using the toilet? (A: She reminds her to wash hands with soap and water.)

Q: What does she do next? (A: She goes for her bath and her mother bathes her with soap while reminding her of important hygiene practices such as cutting nails, combing hair and brushing teeth.)

Q: Why are these things important? (A: They will help her to grow up to be successful and respectable.)

Q: What does she do after her bath? (A: She eats a meal.)

Q: What does her mother remind her to do before eating her meal? (A: Wash hands with soap and water. Then they do it together and she persuades her mother to feed her with her magic hands.)

Q: What happens when the mother and daughter walk back from the distribution? (A: Other mothers and community members admire how clean and neat the girl looks.)


Q: What does the girl do next once she returns home? (A: Practices her reading.)

Q: What does she do after she comes back from playing? (A: Washes hands with soap before eating a meal.)

Q: How does the mother remind the daughter of the most important occasions for hand washing with soap? (A: Two fingers, two occasions; before contact with food and after contact with faeces.)

Q: What eventually happened to the girl in the story? (A: She grew up to become a successful doctor. In the global storyboard, the girls became doctor, lawyer, teacher and engineer)

	<p><b>Champion:</b></p> <p><i>'Thanks for sharing your thoughts on the daughter in the story and how her mother's magic hands helped her to become a successful, well-respected woman in the community. Now, let's talk a little bit about some of the key messages of the story.'</i></p> <p>Q: Are hands that look clean actually clean? (A: No, hands can have invisible germs)</p> <p>Q: Is water alone enough? Why should we wash hands with soap? (A: Only soap removes disease-causing germs)</p> <p>Q: What are the 2 occasions for handwashing with soap? (A: 1. Before contact with food, refer to frame 8; 2. after contact with faeces, refer to frame 5).</p> <p><b>Champion:</b></p> <p><i>'Let's talk more about those 2 occasions'. (Show image of 2 fingers, 2 key occasions). 'When we say we must wash our hands with soap before contact with food, which times throughout the day fall under this/</i></p> <p><b>Instruction:</b> Probe for before eating, preparing food, before feeding children/breastfeeding. (You can use Frame 8: Eating, feeding and HWWS and Frame 11: Cooking and HWWS as prompts).</p> <p><b>Champion:</b></p> <p><i>'Now what about hand washing with soap after contact with faeces? Which other times throughout the day would fall under this? Think about all the times we handle faeces – and it might not just be our own faeces!'</i></p> <p><b>Instruction:</b> Probe for hand washing with soap after using the toilet, cleaning a child's diaper or bum, after a poo, after handling animal faeces, etc.</p> <p><b>Champion:</b></p> <p><i>'What do you think about this mum – would you like to be like her? What must you do to be like her?'</i></p> <p><b>Champion:</b></p> <p><i>'What is the moral of the story?'</i></p>	
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<p><b>Stickers distribution</b></p>	<p><b>Champion:</b></p> <p><i>‘From the last exercise, there are key times we need to wash with soap and we must find a way to remember to practice handwashing at these times. But because there are so many things we need to do every day, sometimes it can be challenging for us to remember this. How then do we get magic in our hands?’</i></p> <p>(Answer: by using soap and keeping them clean).</p> <p><i>‘How do we remind ourselves about handwashing...any ideas?’</i></p> <p><b>Champion:</b></p> <p><i>‘Here is an idea! Beautiful stickers to remind you of this in your home every day. What does this sticker show? Mums’ hands can become magical once she cleans and purifies them using soap and water before handling food and after handling faeces. Just as the mother in the story teaches her daughter, you can teach your children so they will grow up to be healthy, strong and successful. Where do you think you would put these? Where in the household would you and your family need special reminders? Where will you put it? And you?’</i></p> <p>(Probe for key locations near toilet, handwashing, cooking and eating/feeding locations).</p> <p><b>Instruction:</b> Hand out 4 stickers to each mother.</p>	<p><b>Resources</b></p> <p>Stickers (4 x # participants)</p> 
<p><b>ACTION PLAN GUIDE</b></p>	<p><b>Champion:</b></p> <p><i>From today’s activities, ‘Do you agree that hands that lack magic or hands that are not washed with soap before eating, preparing food, feeding children and after using the toilet and cleaning child faeces are common in the community? [adapt to context]. And do you agree that hands that have magic in them or are washed with soap before eating, feeding, preparing food and after the toilet and cleaning child faeces would be a desirable future situation for your family and the community?’</i></p> <p><i>Let’s now work out what needs to be done to move from the present situation to increasing</i></p>	<p><b>Resources</b></p> <p>Markers, flip chart paper/cards, action plan template (see Appendix)</p>

*the magic in our hands. To do this, we need to develop a plan which will help ensure that we and our families wash hands at key times. To help you do this, each group will be given some paper and markers [if mothers can read and write]. In your group, I would like you to think about things you can do in your home to be more like the Magic Mum in the story. How can you help make hand washing with soap easier to do for you and your family? Think of what you can do with what you already have [e.g. stickers] and think of things you might need. Also try to think of ways in which you can involve your other family members. In 10 minutes, we will share our plans with each other'.*

**After 10 minutes:**

Please have mothers share their action plans, discuss and document key steps to be put in place this week. Tell them you will follow up in the next session.


**Instruction:** Document action plans and bring them to the next session.

**Instruction:** Ask if anyone has any questions or issues that they would like to discuss before the session ends. **Remind everyone again to follow up on their action plans including how they will involve their children, husbands and other family members in practicing handwashing at key times.**

Please note that if mothers have mentioned lack of soap and a handwashing station, you should report this to Oxfam, so that these materials can be provided to help make handwashing practice easy. Then thank the mothers for their participation and wish everyone *'a great week and happy handwashing! We will be meeting again in two weeks on [day] and at [time]. Hope to see you all then.'*


**Closing remark:**

*'Remember you have magic in your hands and your magic hands set an example for your children so that they too can grow up to have magic in their hands!'*

Session 2		
<b>VISIBLY CLEAN IS NOT CLEAN EXERCISE</b>	<p><b>Champion: Start by greeting the mothers</b>, and ask them to sit in a semicircle for this demonstration exercise.</p> <p><b>Only one of the following exercises will be conducted based on locally available materials.</b></p> <p>(1. Coloured powder <b>or</b> 2. Perfumed powder)</p> <p><b>Note:</b> The following exercise will be used to demonstrate that visibly clean hands are not clean and to observe handwashing practice (whether mothers are in the habit of washing hands correctly*).</p> <p><b>*Correct handwashing means:</b> Cover wet hands with soap; scrub front and back of hands, between the fingers and under the fingernails, for at least 20 seconds; rinse well.</p>	
<b>Coloured powder</b>	<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ensure soap and bucket of water are ready before beginning exercise, ensure all mothers can view the exercise clearly.</li> <li>2. Ask 2 volunteers to apply coloured powder on their palms.</li> <li>3. Ask the group if the volunteers' hands are clean.</li> <li>4. Ask one mother to wash with water only and the other to wash with water and soap.</li> </ol> <p><b>Note:</b> Observe if the mothers are washing hands correctly* and make a note, as this will be part of <b>assessment data</b>.</p> <ol style="list-style-type: none"> <li>5. Ask mothers to show their hands after washing them. Once again ask group if the hands are clean? Which hands look clean?</li> <li>6. The powder should only be seen for the mother who washed with water, but NOT for the mother who washed with soap and water.</li> </ol> <p>What did this demonstration show? What did you learn from it?</p> <p><b>Champion:</b></p> <p><b>(Mother who washed with water only):</b> <i>'After washing with water only, the hands still did not look clean. Germs are like this. They cannot be washed off with water alone and will</i></p>	<p><b>Resources</b></p> <p>Handwashing facility e.g. (bucket with tap, Oxfam handwashing kit)</p> <p>Soap and water</p> <p>Coloured powder</p> 

	<p><i>continue to stick to your hands. Washing hands with water alone cannot remove germs.</i></p> <p><i>Think about the scene where the mother reminds the child to wash her hands with soap after using the toilet and the image of the germs on the girl's hands which make her sick. This exercise is intended to show you that those invisible germs really exist.'</i></p> <p><b>(Mother who washed with soap and water):</b> 'After washing with soap, the hands were clean and had no colour left on them. Only washing hands with soap and water can remove germs.'</p> <p><b>Note:</b> If the powder is still visible on the hands that were washed with soap and water, it is a good time to emphasize correct* hand washing practice.</p> <p>Have a mother demonstrate correct hand washing practice (*wet hands, take soap and make a good lather, rub hands together back and front up to the wrists and clean under the nail bed for at least 10–15 seconds, air dry). <b>Use this opportunity to review the steps of handwashing referring to the handwashing steps instruction poster.</b></p>	
<p><b>Perfumed powder</b></p>	<p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Ensure soap and bucket of water are ready before beginning exercise, ensure all mothers can view the exercise clearly.</li> <li>2. Ask 2 volunteers to apply perfumed powder on their palms.</li> <li>3. Ask 1 mother to wash with water only and the other 1 to wash with water and soap.</li> </ol> <p><b>Note:</b> Observe if the mothers are washing hands correctly* and make note, as this will be part of <b>assessment data</b>.</p> <ol style="list-style-type: none"> <li>4. Ask the mother who washed with soap and water to shake another mother's hand.</li> <li>5. Ask the mother who washed with water only to shake another mother's hand.</li> <li>6. Ask the 2 mothers to smell their hands.</li> <li>7. The mother who washed with water only should still be able to smell the perfume on her hands.</li> <li>8. The mother who washed with soap and water will not be able to smell the perfume.</li> </ol>	<p><b>Resources</b></p> <p>Hand washing facility (bucket with tap)</p> <p>Soap and water</p> <p>Strong perfumed powder (e.g. women's deodorant powder <b>NOT</b> baby powder, as scent is not strong enough).</p>



	<p><b>Champion:</b></p> <p><i>‘What did this demonstration show? What did you learn from it?’</i></p> <p><b>(Mother who washed with water only):</b> <i>‘After washing with water only _____ ‘s [name] hands still smelled like perfume. This powder is like germs, you could still smell the powder on the hands of the mothers who did not use soap. You can’t see germs, just like you couldn’t see this powder after hands were washed with water, but the smell remained. Think about the scene where the mother reminds the child to wash her hands with soap after using the toilet and the image of the germs on the girl’s hands which make her sick. This exercise is intended to show you that those invisible germs really exist.’</i></p> <p><b>{Mother who washed with soap and water):</b> <i>‘After washing with soap, the hands were clean and had no scent left on them. Only washing hands with soap and water can remove germs.’</i></p> <p><b>Note:</b> If the perfume scent is still on the hands that were washed with soap and water, it is a good time to emphasize correct* handwashing practice.</p> <p>Have a mother demonstrate correct handwashing practice (*wet hands, take soap and make a good lather, rub hands together back and front up to the wrists and clean under the nail bed for at least 10–15 seconds, air dry). <b>Use this opportunity to review the steps of handwashing referring to the handwashing steps instruction poster.</b></p>	
<p><b>SESSION 2: WRAP UP AND COMMUNITY HANDWASHING EVENT PLANNING</b></p>	<p><b>Champion:</b> Review Mum’s Magic Hands action plans formulated in the last session and check the compliance rate. Where there are gaps, encourage the mothers to try and accomplish the pending tasks.</p> <p>Then review the Storyboard by showing the group each image from the story again, one at a time. Ask them to describe the scene. Help them to remember if they forget any key points.</p> <p><b>Champion:</b></p> <p><i>‘Think about where we are now compared with where we would like ourselves, our families and our communities to be regarding handwashing with soap. In other words, do our hands</i></p>	

	<p><i>have magic in them? If not, think about what we need to do to become more like the Magic Mum in the story. In other words, are we Magic Mums? Think about all the things we have discussed today including some of the challenges you faced in achieving the goals we set in our action plans last time. Think about some of the things we discussed in overcoming those challenges. Let's agree to take action to overcome those challenges by [date/next session] so that we can all be Magic Mums.</i></p> <p>Use mother's ideas on overcoming challenges and help them increase their commitments to wash hands at key times and promote handwashing at key times with their families. Suggest organising a community handwashing event to include men. Give examples of activities men can do, e.g. role play on two fingers, two occasions handwashing time. This can be their handwashing assignment for the next two weeks!</p> <p><b>Instruction:</b> Ask if anyone has any questions or issues that they would like to discuss before the session ends. Then thank the mothers for their participation and wish everyone a great week and happy handwashing! Don't forget to confirm a time and date for next meeting.</p> <p><b>Closing remark:</b></p> <p><i>'Remember you have magic in your hands and your magic hands set an example for your children, so that they too can grow up to have magic in their hands!'</i></p>	
<b>Session 3</b>		
<b>COMMUNITY HANDWASHING EVENT</b>	<p>This session is optional. However, if men show interest, it can be an opportunity to involve them to do role plays and women can also do role plays/singing to increase awareness of handwashing with soap among the target group/community. Inter-community role play competitions and activities can also be organized to further reinforce handwashing practice and celebrate clean hands.</p>	
<b>End</b>		

## APPENDIX: ACTION PLAN TEMPLATE

### Objective: Handwashing with soap and water at key times

Key action	Measurement	By whom
Have materials to help HW at home	Functional HW station present at household	Mother, father
Maintain communal HW station	Daily (rotational)	Mothers
.....	.....	

This session plan is part of the Mum's Magic Hands training resources. See the [Mum's Magic Hands Training Guide](#) for more information.

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