

Because I Care, I Will Wash My Hands



©2011, NMSU Board of Regents. Michigan State University, New Mexico State University and Kansas State University cooperating with the U.S. Department of Agriculture. This material is based on work funded by the National Integrated Food Safety Initiative (NIFSI), United States Department of Agriculture (USDA), under Agreement No. 2008-51110-04365.

Because I Care, I Will Wash My Hands

Curriculum at a Glance

Video demonstrations of how to use curriculum available on YouTube.com,
as well as www.handwashing.nmsu.edu.

Page

- | | | |
|-----------|---|--|
| 1 | Day 1: How Germs Can Spread | Song— <i>I Share (But Sometimes I Don't)</i> Book— <i>Germs Are Not for Sharing</i> Activity— <i>Glitter Germ</i> (Need <i>Glitter Germ</i> kits and paper towels, soap and water for cleanup) |
| 4 | Day 2: Germs Are Invisible | Song— <i>Invisible Things</i> Book— <i>Germs Are Not for Sharing</i> Activity— <i>Invisible Things</i> (Need <i>Invisible Things</i> worksheets and black light—always under adult control and never aimed at eyes) |
| 7 | Day 3: How to Wash Your Hands | Song— <i>I'm Gonna Wash My Hands</i> Song— <i>A 20-Second Scrub-a-Dub</i> Book— <i>Wash Your Hands</i> Activity— <i>Sequence of Hand Washing</i> cards (Need hand washing cards) |
| 11 | Day 4: When to Wash Your Hands | Song— <i>When Do I Wash My Hands?</i> Song— <i>A 20-Second Scrub-a-Dub</i> Book— <i>Wash Your Hands</i> Activity— <i>Glo Germ</i> (Need <i>Glo Germ</i> lotion, sink for washing, black light—always under adult control and never aimed at eyes—and paper towels, soap and water for cleanup.) |
| 15 | Day 5: Stop Spread of Germs by Catching a Sneeze | Song— <i>Here Comes a Sneeze</i> Book— <i>Germs Are Not for Sharing</i> Activity— <i>The "Fake Sneeze"</i> and <i>Here Comes a Sneeze</i> song with motions (Need clean spray bottle and clean water, tissues and a small trash can) |
| | Songs to Play Every Day | <i>Because I Care Lullaby</i> — a nap time lullaby <i>Clean Up the Room</i> — played any time the group cleans up a room or space |

Day 1: How Germs Can Spread

Goal: To help children understand that although germs are too small to see, they can still spread from person to person, and can make friends and family sick.

Supplies:

Song—*I Share (But Sometimes I Don't)*

Book—*Germs Are Not for Sharing*

Activity—*Glitter Germ* (Need Glitter
Germ kits and paper towels,
soap and water for cleanup)

A. Music—*I Share (But Sometimes I Don't)*

1. Pre-listening discussion—

- What are germs?
- What is sharing? Is it good to share?

2. Listen—*I Share (But Sometimes I Don't)*

B. Activity—*Glitter Germ*

Assemble *Glitter Germ* kits and paper towels to remove glitter/petroleum jelly from children's hands before they go into the washroom.

(See next page for details.)



C. Storytime—*Germs Are Not for Sharing*

Discuss:

- You cannot see germs, but they can still be hiding on hands and toys.
- Even when your hands, toys, or cup look clean, they can be covered with germs that can make you or your friends sick.

D. Sing—*I Share (But Sometimes I Don't)*

Discuss: What kinds of things should you never share?

E. Review with children what they learned from this lesson.

- Even when you can't see tiny things, such as germs, they still exist.
- We should not share germs.
- Washing hands is an important way to keep from sharing germs.

Remember the Everyday Songs!

- *Because I Care Lullaby* to start nap time.
- *Clean Up the Room* to signal clean up time.

Activity 1: *Glitter Germ*

1. Children line up, about five children to a line.
2. Help children practice passing along a handshake or a "Low Five." Best results come from a slow firm slide of the palms to maximize transfer of *Glitter Germ*.
3. Ask: "If the first people in each line had germs on their hands, how far down the line do you think they will spread? Would the *Glitter Germ* reach the very last person?"
4. Encourage speculation. Ask: "Do you think the *Glitter Germ* traveled to the end of the line? Why or why not?" Do not provide an answer; just encourage curiosity.
5. Place an almond-sized mound of *Glitter Germ* (cosmetic glitter and petroleum jelly) on the first child's palm. Spread liberally with a craft stick.
6. Children shake hands or rub palms down the line.
7. Students examine their hands to see how far the *Glitter Germ* moved down the line. Ask: "Is it on the last person's hand?"
8. Encourage a discussion of what the children learned about how germs can spread to all the things you touch.



Glitter Germ Recipe: Mix 1 part cosmetic glitter into 3 parts petroleum jelly. Cosmetic glitter works better than standard craft glitter.



Spread Glitter Germ liberally with a craft stick.

Possible discussion questions:

- Were you surprised that the *Glitter Germ* spread to so many people?
- Do you know germs also spread in this same way to objects, such as door knobs and toys?
- Who or what do you touch each day that might spread germs to your friends?
- How can you try to stop spreading germs with your hand?



Children shake hands or rub palms down the line.

Takeaway Lesson: Tiny things, such as germs, can be passed from person to person.

The Sharing Song

But Sometimes I Don't!

Kim Lytton

Chords: F C B \flat C F C

Voice

I can share, I can share, I can share so man - y things,
I don't share, I don't share, I don't share my germs with you

Chords: F C B \flat C F

Vo.

I can share, I can share, man - y man - y things
I don't share, I don't share, I don't share my germs

Chords: C F C F C

Vo.

I can share my books, I can share my toys, I can share my
I cov - er my mouth when I sneeze or cough, I will wash my

Chords: F G C F

Vo.

ta - ble with oth - er girls and boys I can share,
hands just the way that I am taught I don't share,

Chords: C B \flat C F C F

Vo.

I can share, I can share so man - y things, I can share,
I don't share, I don't share my germs with you, I don't share,

Chords: C B \flat C F

Vo.

I can share, man - y, man - y things
I don't share, I don't share my germs

Day 2: Germs Are Invisible

Goal: To help children understand that germs are invisible, and although hands and toys may look clean, they can still carry germs.

Supplies:

Song—*Invisible Things*

Book—*Germs Are Not for Sharing*

Activity—*Invisible Things Worksheets*
(Need *Invisible Things* work sheets and black light under adult control.)

A. Music—*Invisible Things*

1. Pre-listening discussion:

- What does the word *invisible* mean?
- Do you remember what a germ is?
- Can you see germs?

2. Play *Invisible Things* Song.

B. Activity—*Invisible Things*

The black light reveals a cartoon germ on a hand that looks clean. Remember, the black light is not a toy and must always be under adult control. Never shine it into eyes.

Coloring over the image before looking at it under the black light does not hurt the visibility of the cartoon germ under the black light. (See next page for details.)



C. Storytime—*Germs Are Not for Sharing*

Discuss:

- Germs get on your hands in the bathroom—so you must always wash your hands carefully before leaving the bathroom.
- Always wash your hands before eating.
- When you wash your hands, you help keep your friends from getting sick.

D. Sing—*Invisible Things*

E. Review with children what they learned from this lesson

- Invisible things exist even if we cannot see them.
- Germs hide in the cracks of our hands, between fingers, and on your wrists.
- Washing and drying hands thoroughly can help get rid of germs.

Remember the Everyday Songs!

- *Because I Care Lullaby* to start nap time.
- *Clean Up the Room* to signal clean up time.

Activity 2: Invisible Things

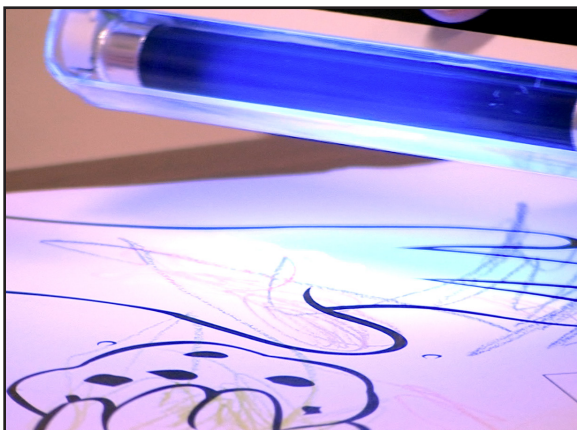
1. Discuss the meaning of the word “invisible.” Ask children to name examples of invisible things. (They may or may not name “germ,” the invisible thing described in the song.)
2. Show students the activity sheet of the hand reaching for a cookie. Ask them to tell you what the little boy is doing in the picture.
3. Tell them that the little boy did not wash his hands when he left the bathroom!
4. Ask: “What is the boy about to grab?”
5. Say: “His hands **look** clean, but do you think they really **are** clean?”
6. Explain that you have a special light that can discover if his hands are hiding germs.
7. You may want to talk about how scientific tools (such as a black light) help scientists learn about invisible things.
8. Allow students to color the sheet if desired. Light coloring does not affect black light image.
9. Use the black light on each student’s sheet to reveal a “germ.”
10. Discuss how germs can be hiding on unwashed hands, dishes or glasses, even when they look clean.



Invisible Things Activity Sheet
Available for free download at
www.handwashing.nmsu.edu.

To add your own cartoon 'invisible germs', use a UV felt pen to draw germs. It is more effective to select pens without any color in the ink so the 'germs' appears invisible upon casual observation.

Takeaway Lesson: Even though your hands look clean, they can still carry germs.



Use the black light on each student’s sheet to reveal a “germ.” Discuss how germs can be hiding.

Invisible Things

Kim Lytton

C Am F G C F G C Am

Voice

There are things I can - not see they are in - vis - i - ble There are things I

F G C F G C F C

Vo. ⁶

can not see they're in - vis - i - ble to me Germs are small, can - not be seen

Dm G C F C D

Vo. ¹¹

not by you and not by me but they can make us sick so we stop them

G C Am F G C F G

Vo. ¹⁶

real - ly quick There are things I can - not see they are in - vis - i - ble

C Am F G C F G C

Vo. ²²

There are things I can - not see they're in - vis - i - ble to me

F G C

Vo. ²⁶

they're in - vis - i - ble to me

Day 3: How to Wash Your Hands

Goal: To help children understand the hand washing steps required to kill germs.

Supplies:

Song—#1 Song—*I'm Gonna Wash My Hands*

#2 Song—*A 20-Second Scrub-a-Dub*

Book—*Wash Your Hands*

Activity—*Sequence of Hand Washing* cards (Need hand washing sequence cards)

Optional: Later, children may practice using smaller cards in small groups.

A. Music—*I'm Gonna Wash My Hands*

1. Pre-listening discussion—

Let's try these motions to our song:



"*Scrub the tops*"—where is the top of your hand?



"*Scrub the bottoms*"—where is the bottom of your hand?



"*Around each finger; get them clean.*" Practice on both hands



"*'Round each wrist, I give them several twists.*" Do you know where your wrist is? Try this now.

2. Listen to *I'm Gonna Wash My Hands* and use the above hand washing motions.

B. Activity—*Sequence of Hand Washing* cards

(See next page for more details.)

C. Storytime—*Wash Your Hands*

Discuss:

- Germs can make you, your friends and your family sick.
- You need to wash your hands often, especially after playing outside, after using the bathroom and before eating.
- Your hands can have germs on them, even when they look clean.
- You must wash your hands very well, then get them **totally** dry when exposed to germs so you don't get sick.

D. Sing—*I'm Gonna Wash My Hands*

Do hand motions to *I'm Gonna Wash My Hands*.

Introduce the shorter version—*A 20-Second Scrub-a-Dub*—to help children remember each step. This song has a musical introduction, but only 20 seconds of washing. Encourage them to sing it in their head anytime they wash their hands.

E. Review with children what they learned from this lesson

- Good hand washing includes scrubbing all around including fingers, tops and wrists.
- Scrub with soap **before** you rinse. Soap that goes down the drain provides little benefit.
- Drying with paper towel is very important.

Remember the Everyday Songs!

- *Because I Care Lullaby* to start nap time.
- *Clean Up the Room* to signal clean up time.

Activity 3: Sequence of Hand-Washing Cards

Hold up each card – talk about the picture.



Wet: Always wet hands before pumping the soap, not after. Do not use water again until *after* all scrubbing is finished.



Pump: Always use pump soap—never bar soap! **Do not put hands under water until you have scrubbed all over.**



Scrub: Look at the 4-in-1 card and talk about each part.

Ask:

- Can you show me how to scrub the tops?
- Can you show me how to scrub the bottoms?
- Can you show me how to go around each finger?
- Can you show me how to scrub the wrists?



Rinse: Why is it important to rinse?

(Because water washes germs down the drain and takes them away from you and your friends.)



Dry: Drying is very important to help rub the germs off your hands after soap and water have loosened them. Never dry your hands on your clothes. Wet hands get dirty again faster. Moist, are very likely to pick up germs quickly.



1. Give five children the laminated cards, each showing one step in the hand-washing process.
2. As a group, the children decide the order of washing—first, second, third, etc.
3. After students line up, each student explains why their photo is important.
4. New children can be selected to use the cards, or they can exchange cards and do the game over.
5. If time allows, children can play with smaller cards after the group activity by lining them up, in proper order, on the table.

Takeaway Lesson:

All five steps are important.

1. Wet
2. Soap
3. Scrub
4. Rinse
5. Dry

A 20-Second Scrub-a-Dub

Kim Lytton

The musical score is written for voice in 4/4 time with a key signature of one sharp (F#). It consists of four staves of music, each with a vocal line and a corresponding lyric line. Chord symbols are placed above the notes. The lyrics are: "I'm gon - na wash my hands First the wat - er then the soap, scrub the tops and bot-toms, and the fin-gers get 'em clean I can scrub them in be-tween rinse them well then use a pap - er towel I'll get them dry as they can be".

Chord symbols: C, D, G, C, G, C, D, C, G, Am, D, G.

Lyrics:
I'm gon - na wash my hands First the wat - er then the soap,
scrub the tops and bot-toms, and the fin-gers get 'em clean I can scrub them
in be-tween rinse them well then use a pap - er towel I'll get them
dry as they can be

Day 4: When Do I Wash My Hands?

Goal: To help children understand *when* hand washing is especially important.

Supplies:

Song— *When Do I Wash My Hands?*

Song— *A 20-Second Scrub-a-Dub*

(sing in your head while washing)

Book— *Wash Your Hands*

Activity— *Glo Germ*

Need *Glo Germ* lotion and black light—always use under adult control and never aim at eyes. Also need paper towels, soap and water for cleanup.

A. Music— Listen to *When Do I Wash My Hands?*

Before listening, ask students when they think they should wash their hands. Discuss why it's important to wash hands during each of the following times:

- Before eating
- After eating
- After playing outside
- After using the bathroom
- After coughing, sneezing or blowing your nose
- After rubbing eyes

B. Activity—*Glo Germ*

(See next page for details.)

C. Storytime—*Wash Your Hands*

Discuss:

- Some activities, such as playing outside, using the bathroom, or blowing your nose can cover your hands with germs.
- Your hands can have germs on them, even when they look clean.
- Washing your hands very well and drying them completely can help keep you, your family and your friends from getting sick.

D. Sing—*When Do I Wash My Hands?*

This is sort of a “responsive singing” activity.



E. Review:

Ask: “Can you name some times when you absolutely must wash your hands?”

Remember the Everyday Songs!

- *Because I Care Lullaby* to start nap time.
- *Clean Up the Room* to signal clean up time.

Activity 4: Glo Germ

1. Children review the steps in hand washing from Activity 3 (yesterday's activity).
2. Announce: "Today we do a fun experiment using something called *Glo Germs*. These are 'pretend germs' that will show you any place you are not washing correctly.
3. The teacher squirts a small amount of *Glo Germ* onto each child's hands. Children rub the lotion all over their hands, tops and bottoms and between fingers.
4. After lotion is rubbed in, say: "Do you see anything on your hands? Do you think they are clean?"
5. Children then wash their hands.
6. Ask the children, "Did you wash your hands correctly? Do you think you cleaned out every place germs could be hiding?"
7. The teacher shines the black light onto each child's hands. Any spot that glows white or blue is a place that was not washed properly. Common missed places are fingernails, tops of hands, between fingers, and wrists.
8. Discuss how singing the *20-Second Scrub-a-Dub* song and rubbing every place mentioned in the song will help remove the germs.

Takeaway Lessons:

Germs get on your hands from many places, and it's hard to get them off.

Getting rid of germs requires soap on wet hands, rubbing palms, wrists, around each fingers, and the tops of hands.

Dry vigorously with paper towels, not cloth.



The teacher squirts Glo Germs onto each child's hands and ensures the lotion is rubbed all over the hand and between fingers, and on wrists.



The black light reveals white areas around the fingernails and on the tops of hands that were not scrubbed.



Common missed places are fingernails, tops of hands, between fingers, and wrists.

When Do I Wash My Hands?

Kim Lytton

Vo. C G C
When do i wash my hands, oh, when do I wash, when do I wash

5 Vo. G C F C
when do i wash my hands oh tell me when to wash Right be-fore I eat,
Af - ter I sneeze,

11 Vo. G C F C D G
I will wash my hands, Right af - ter I eat, I will wash my hands,
Af - ter I cough

17 Vo. F C G C F
Af - ter I have played out - side, I will wash my hands, Af - ter the
Af - ter I rub my eyes Af - ter I

22 Vo. C G C C
bath - room I will wash my hands When do i wash my hands, oh,
blow my nose

27 Vo. G C
when do I wash, when do I wash when do i wash my hands now

31 Vo. G C
I know when to wash

A 20-Second Scrub-a-Dub

Kim Lytton

The musical score is written in 4/4 time with a key signature of one sharp (F#). It consists of four staves of music, each with a vocal line and a corresponding chord line above it. The lyrics are written below the notes.

Staff 1: Chords: C, D, G, C. Lyrics: I'm gon - na wash my hands First the wat - er then the soap,

Staff 2: Chords: G, C, D. Lyrics: scrub the tops and bot-toms, and the fin-gers get 'em clean I can scrub them

Staff 3: Chords: C, G. Lyrics: in be-tween rinse them well then use a pap - er towel I'll get them

Staff 4: Chords: Am, D, G. Lyrics: dry as they can be

Day 5: Stop the Spread of Germs by Catching a Sneeze

Goal: To help children understand that they can spread germs with a sneeze or cough, and how to cough or sneeze properly.

Supplies:

Song— *Here Comes a Sneeze*

Book— *Germs Are Not for Sharing*

Activity— The “Fake Sneeze” and *Here Comes a Sneeze* song with motions

Need clean spray bottle and clean water, tissues and a small trash can

A. Music—*Here Comes a Sneeze*

Discuss:

- What is the difference between a cough and a sneeze?
- The song said “Here comes a sneeze.” How can you tell a sneeze is coming?

B. Activity 5—*Here Comes a Sneeze*

(See next page for details.)

C. Storytime—*Germs Are Not for Sharing*

Focus on the last part of the book about how to sneeze.

Discuss:

- Coughing or sneezing on other people can make them sick.
- You need to throw your tissue away immediately after sneezing into it.
- Always wash your hands after coughing or sneezing.

D. Sing—1. *Here Comes a Sneeze*

2. *A 20-Second Scrub-a-Dub*

(to sing in your head while hand washing)

E. Review

- Coughing and sneezing are common ways we accidentally share germs with others.
- To avoid sharing germs, we can use our elbows to “catch a sneeze” or “catch a cough.”



Remember the Everyday Songs!

- *Because I Care Lullaby* to start nap time.
- *Clean Up the Room* to signal clean up time.

Activity 5: Here Comes a Sneeze

Today's activity is learning a fun song with motions.

1. *Teacher asks:* What is a cough? Discuss.
2. *Teacher asks:* What is a sneeze? Discuss.
3. *Teacher asks:* The song says "Before I cough or sneeze, I am ready, set, go." How can you tell when you are about to sneeze? Point out that when you feel these warning signs, you need get ready with a tissue or your elbow.
4. Use the "Pretend Sneeze" bottle to demonstrate how moisture and germs explode out of your mouth onto your friends when you sneeze. You can then hold a tissue in front of the spray bottle and show them how the tissue catches the moisture.
5. Give each child a large tissue or a table napkin. Encourage them to use this as a prop—when the song says "here comes a sneeze" to make a **small** cough into the napkin and when the song says "here comes a sneeze" to make a **small** sneeze into the napkin.
6. Talk about throwing away the tissue away after use.
7. Talk about what to do when you don't have a tissue—when the song says "here comes a cough, here comes a sneeze" that is a warning to get your elbow ready.
8. Now act out the song two times. Encourage each child to act out the proper motions even if they do not sing.



Give each child a large tissue or a table napkin.



Ask what you do when you don't have a tissue.

Takeaway Lesson: Sneezing can project germs onto another person, and sneezes should be contained in clothing or a tissue—and always wash your hands.

Here Comes a Sneeze

Kim Lytton

Chords: F, C, F, C, F, Bb, F, Gm, C, F, Bb, F, G, C, F, C, F, C, F, C, F, C, C, F, C

Lyrics:
Voice: Here comes a cough (cough) Here comes a sneeze (a choo) I'm gon-na catch it in a my
Vo. 7: tis-sue Here comes a cough (cough) Here comes a sneeze (a choo) I'm gon-na catch it in a my
Vo. 14: tis-sue el-bow Right be-fore I cough or sneeze I am read-y set go I have learned a
Vo. 21: trick you see I'll catch it in a tis-sue Here comes a cough (cough) Here comes a sneeze
Vo. 28: (a choo) I'm gon-na catch it in a tis-sue Here comes a cough (cough) Here comes a sneeze
Vo. 35: (a choo) I'm gon-na catch it in a tis-sue I'm gon-na catch it in my el-bow
Vo. 42: Read - y set go, in my el - bow

Because I Care

Kim Lytton

D A F#m Bm G D G

Voice Be-cause I care I wash my hands I don't want you to get sick or feel

8 A D A F#m Bm G D

Voice bad be-cause I care I take care of you feed-ing and hold-ing and

15 G A G A F#m Bm

Voice play-ing with you I want to see you grow health-y and strong

22 G D A G A F#m

Voice laugh-ing and smil-ing the whole day long I care for you so I do what I

29 Bm G D G A D A

Voice can E-ven as sim-ple as wash-ing my hands Be-cause I care

37 F#m Bm G D G A D A

Voice I wash my hands I don't want you to get sick or feel bad be-cause I care I

45 F#m Bm G D A D G

Voice take care of you see-ing you hap-py makes me hap-py too yes see-ing you

52 D A D

Voice hap-py makes me hap-py too

Clean Up the Room

Kim Lytton

Voice

We're gon-na clean, clean, clean up the room, room, room, here we

Vo.

go, won't be slow, we can zoom, zoom zoom, we're gon - na

Vo.

clean, clean, clean, pick - ing up, up, up, all the toys and the stuff that we

Vo.

drop, drop, dropped We're gon - na clean the
Chairs and tab - les

Vo.

mess - es up quick - ly as we can And when we're done we'll
books and toys blank - ets pil - lows too man - y hands make

Vo.

clean our - selves, care - ful - ly we'll wash our hands
light the work you help me and I help you

Supply List

Below is a guide to help you find the supplies suggested for these activities.

Links to suppliers and websites are provided only to show examples of the supplies you will need and should in no way to be considered an endorsement. The developers of this curriculum have no connection in any way to the suppliers.

Example of Glo Germ product

<http://www.glogerm.com/>

Handheld black lights

While scientific supply companies offer these lights, you can find more economical versions at hardware stores, usually sold as “scorpion detector” or “insect detector” flashlights.

This link is offered as an example and not as a recommendation of this specific product or merchant.

http://www.lowes.com/pd_83878-16569-900281_0__?productId=3182997&Ntt=scorpion+flashlight&pl=1¤tURL=/pl__0__s?Ntt=scorpion+flashlight&facetInfo=

Blacklight pens

Pens should write in color (when viewed under the blacklight) to give maximum effect.

This link is offered as an example and not as a recommendation of this specific product or merchant.

http://www.amazon.com/Invisible-Blacklight-Marker-Blue-Yellow/dp/B004C89M9Q/ref=pd_sbs_op_1

Information provided here is for purposes of example only. No endorsement is intended of the products, companies, links, or websites shown, either by NMSU or by partner institutions or sponsoring agencies.

Credits

Curriculum Developers and Executive Producers

Jeanne Gleason, Ed.D.
Cooperative Extension Service
Media Productions
New Mexico State University

Maria Lapinski, Ph.D.

Associate Dean for
Research/ Professor
College of Communication
Arts and Sciences
Michigan State University

Jenn Anderson, M.A., Doctoral Research Assistant

College of Communication
Arts and Sciences
Michigan State University

Curriculum Development Advisors

Mona McVann
Jenn Anderson
Susan Brown
Amy Smith Muise
Rachel Gallagher
Barbara Chamberlin

Curriculum Editor

Amy Smith Muise

Field Testing Coordinator

Jenn Anderson

Field Testing
Jenn Anderson
Jeffrey Proulx
Jeanne Gleason
Maria Lapinski

Original Music Written & Performed by

Kim Lytton

Videographers

Michael A. Ferrales
Tomilee Turner

Video Editors

Jeanne Gleason
Tomilee Turner

YouTube Coordinators

Tomilee Turner
Frank Torres

Evaluation Team

Joye Gordon
Danielle Tenconi

Video Actors

Jeanne Gleason
Kim Lytton
...and children from
Las Cruces, NM

iTunesU Coordinator

Elizabeth Sohn

Special Thanks to Cooperating Child Care Centers

Gretchen's House locations
Annie's Children's Centers
University of Michigan Child
Care Centers
Early Learning Center
Washtenaw Community College
Peach Tree Montessori
Bemis Farms
Wee Wisdom Child
Development Center
Community Day Care Preschool
Kozy Heart Child Care Center
WCC Children's Center
People's Church Preschool
Bethel Bible Fellowship
The Children's Garden

Curriculum Publishing Coordinator

Connie Padilla

Administrative Assistants

Patricia Clark
Deb Waters
Estrella Starn

Graphic Designers

Hannah McGill
Connie Padilla

Budgeting and Reporting Coordination

Rachel Gallagher
Mari Noopila
Dania Diaz

Curriculum Kit Facilitators

Hannah McGill
Laynee Kuenstler
Audra Veasey
Victoria Cadwallader

Scientific Researchers Michigan State University

Ewen Todd
Alicia Shugart
Shannon Cruz
Paul Nowinski
Chelsea Fristoe

Produced in the Studios of Media Productions, New Mexico State University

www.handwashing.nmsu.edu

Web Coordinator

Connie Padilla

This material is based on work funded by the National Integrated Food Safety Initiative Agreement No. 2008-51110-04365; Michigan State University, New Mexico State University

Video Engineer and Media Duplication

Stanley Carbine
Peter Jamieson

NSF International

Patrick Davison
Robin Bechanko
Stan Hazen
Robert Donofrio
Lori Bestervelt

DVD Developers

Tomilee Turner
Logan Ilczyszyn
Peter Jamieson
Connie Padilla

RTI International

Amir Mokhtari
Evan Bowles