

**THEATRE AS A TOOL FOR COMMUNICATING HAND WASHING
AMONG PRIMARY SCHOOL PUPILS: A CASE STUDY OF STAFF
SCHOOL A.B.U, ZARIA**

BY

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U13TP2019**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF THEATRE
AND PERFORMING ARTS, AHMADU BELLO UNIVERSITY,
ZARIA IN PARTIAL FULFILLMENT FOR THE AWARD OF
BACHELOR OF ARTS IN THEATRE AND PERFORMING ARTS**

AUGUST, 2016

DECLARATION

I, Bok Salome Hwojah of Registration number U13TP2019, hereby declare that this project work title “Theatre as a Tool for Communicating Hand Washing among Primary School Pupils” A Case Study of Staff school A.B.U Zaria” was conducted by me in the Department of Theatre and Performing Arts under the supervision of Mrs. Jamila Mohammed, and to the best of my knowledge, no part of this work has been presented in any form for any degree. All sources of information used in this project work have been duly acknowledged through references.

CERTIFICATION

This is to certify that this research project titled “Theatre as a Tool for Communicating Hand washing among Primary School Pupils: A Case Study of Staff School A.B.U Zaria” was carried out by Bok Salome Hwojah approved by the Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University (A.B.U) Zaria. This research meets the award of a Bachelor of Arts (B.A) Degree in Theatre and Performing Arts.

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DEDICATION

This project is dedicated to Almighty God my all sufficient, the author and finisher of my faith, the source of my wisdom knowledge and sound mind.

ACKNOWLEDGEMENT

I must first of all express my profound gratitude to God for his unfailing love, abundant grace and divine mercy. For correcting all my errors and colouring all my efforts, I give Him all the glory. I also appreciate God for his faithfulness, ever flowing provision and total divine health he has granted me throughout my period of study in Ahmadu Bello University, Zaria.

My sincere appreciation also goes to my able supervisor, Mrs. Jamila Mohammed who guided me throughout this work despite her tight schedule and works; she still spared time to go through my research. Thank you ma.

Special thanks to all my lecturers Prof. M.I Umar-Buratai, Prof. Steve Abah, Prof. Emmy Idegu, Dr. Emmanuel Jegede, Dr. Victoria B. Lagwampa (mummy), Dr. Mrs. Rasheeda Liman, Mr. Steve Daniel, Mal. Muhammad Rabiuh Isah, Mr. Sylvanus Dangoji, Mr. Emmanuel T. Gana, Mr. Lumumba K. Dodo and all non teaching staff.

My most sincere gratitude goes to my elder sister Mrs. Favour Maren, my backbone, mother, friend and mentor who made me to realize the potentials God has embedded in me. She will always say “I know you Salome, you can do it”. I also appreciate her husband Mr. Stephen Maren and her adorable princesses Fukitibweh and Jakaktiyes Maren, my elder brother Pastor Joe, his wife Alheri and their wonderful children for their support, prayers and love, no amount of words can appreciate you enough God Almighty will reward you himself; may you all live long and reap the fruits of your labour most abundantly.

To my parents Mr. and Mrs. Danladi Bok, you are irreplaceable, no one can ever take your place, you cultured and raised me up with good values and good morals, God keep you all to enjoy the fruits of your labour. Also to all my siblings, Dung, Faith, Divine,

Daches, Yeipyeng, Danbok, Nerat, Tayei, you are the best. To my Aunty, Hajia Hannatu God will diligently reward you for your support and prayer. To my dear and true friend Dominic Ikoabasi Ikechukwu for your labour of love and all round support, may God keep you for me and bless the works of your hands.

To all my course mates and friends especially, Linda Anvah and Rebecca Padonu Maulome who became the best friends and sisters I ever had throughout my stay in A.B.U. may God keep you all for me, I sincerely appreciate our friendship, and I pray that God will help us all to continue to grow in his true love and affection (Amen).

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ABSTRACT

This research work examines theatre as a tool for communicating hand washing among primary school pupils in an attempt to assessing the importance of Theatre to children and how it serves as a platform for learning and not just for entertainment. Further it goes to show also that (Theatre) serves as a place for connection of attitude and behaviours, this attest to the fact that it teaches good morals to children both in comic and serious issues. Different theatre activities were used ranging from games and exercises, songs and dances, story-telling, role play and hand washing exercises. The pupils were the stakeholders in the practical field work, with the researcher as the facilitator using all these activities as tools of analysis and the research methodology

CHAPTER ONE

Background of the Study

1.1 Introduction

Theatre is not just another genre, it is one amongst many. It is the only genre in which today and every day, now and always; living human beings address and speak to other human beings. Because of that; theatre is more than just a performance of stories and tales, it is a place for human encounter, a space for authentic human existence. It can also be seen as a building where a live performance takes place such as a play or dance or a place where people gather to watch performances for relaxation.

Theatre can be seen as a variety of art forms showcased in and outside the building and is seen as activities that man engages in. It is a conscious activity of man sometimes used to relate to specific activities of man with certain features of performance and worship. Theatre is used to denote specific conscious activities (design activities). It is an art which encapsulate varieties of art form which entertains, communicate, educate and enlightens. It shows the relationship between humans and the society, man tries to penetrate the deep mystery of life and consciously develops theatre in order to correct what is wrong, which makes man a gregarious animal.

The word theatre is also originally Greek, where the term is used to mean a seeing place. The theatre is therefore a place where we go to watch and participate in a kind of Fantasy-life or imaginary life or world of elusion or world of make believe. In other words, it is a place where we go to eave-drop into the life of other people. Theatre is also used to refer to events such as play performances which are organized for the viewing delight of the audience, as well as its use to refer to ritual, ceremonies and festivals. The purpose of which may be or not be the delight of anybody or audience.

Theatre generally is that genre that gives room for participation and not just watching and hearing audience in a building or an open space, using this theatre as a tool to communicate and educate and not just to entertain is another exciting phase of the theatre among its numerous facets and aspects. It is very interesting to know that theatre can serve as a tool for communicating important life issues in our society. We should also understand that theatre is a mirror unto the society, because plays, performances, dances, storytelling, folklores are part of the human activities in the society.

1.2 Theatre as a Tool for Communication

Participatory Performances

In usual performances there are actors on stage and spectators who watch the play with usual plays it is meant the Eurocentric way that was long seen as the right way to do theatre all over the world, especially by the former European rulers of colonized countries. For instance in African or Asian countries different forms of theatre were and still are very common in the sense of bringing information to the people in an oral way. Thus, different theatre traditions developed worldwide and re-lived in colonized countries after independence, whilst in rural areas they were even common during colonization. By now those times are over, and development communication became emergent as an important discourse, thus it seems perfect to make up still living traditions through participative theatre methods.

First of all it is very important for actors and organizers of performance or TFD –project to get to know the society and the problem people face, therefore the play that is performed and worked has to be developed with local people, who know cultural behaviors and social problems of the society.

Theatre for Development: This means live performance or theatre used as a development tool as in the case of projects of international development agencies. TFD encompasses

the following in-person activities, with people before an audience: a spoken word drama or comedy, a music, singing and or dance production, participatory or improvisational techniques using any or all these. Theatre for development can also be defined as a progression from less interactive theatre forms to a more dialogical process, where theater is practiced with the people or by the people as a way of empowering communities, listening to their concerns, and then encouraging them to voice and solve their own problems.

Forum Theatre: In theatre for development (TFD), the performance is mostly played on a community or gathering place, but randomly on stage. In forum theatre the scene acted out shows one or even more problems the audience faces in their daily routine. Afterwards forum theatre is explained to the audience by another person of the team and the scene will be shown again, up to a number of times, someone from the audience can stop the play wherever he or she thinks it's suitable and come into the scene. Spectators become "SPEC-ACTORS". Through the parts of the scene participating people dive into the situation performed, that makes the whole topic feel more real for the person who came into change the situation, this is an alternative way of problem solving, where creativity is asked for and different approaches are tried.

Street Theater: Methods "invisible theater" or "image theatre" can be acted in the streets, seen by people passing by. Invisible theatre seems like a real situation to the audience, which mainly functions as a thought-provoking impulse to the people who observe the situation. Invisible theatre in the streets reaches people who would not attend a workshop or watch a play, thus the coverage of addressed people can be even higher and social change is another step closer. Theatre and drama is an effective tool to raise awareness and advocate for people to be involved (this can be logically linked to hand washing awareness).

Hand washing is one of the easiest and simplest practices to personal hygiene, but yet it is a neglected practice in Nigeria. It is a shared knowledge that most people do not consider hand washing as an important aspect of their healthy living, and for that, do not pay much attention to it. Hygiene is a set of practices performed for the preservation of health. According to the World Health Organization (W.H.O) hygiene refers to conditions and practice that helps to maintain health and prevent the spread of diseases, whereas in popular culture and parlance it can often mean mere “cleanliness” hygiene in its fullest and original meaning goes much beyond that to include all circumstances and practices, lifestyle issues, premises and commodities that engender a safe and healthy environment while in modern medical science standard of hygiene recommended for different situations, what is considered hygienic or not vary between different cultures, gender and ethnic groups. Some regular hygiene practice may be considered good habits by a society while the neglect of hygiene can be considered disgusting, disrespectful or even threatening. Washing one’s hands, a form of hygiene is one of the most effective way to prevent the spread of infectious diseases.

Hygiene is a concept related to cleanliness, health and medicine as well as to personal, professional care practices relating to most aspect of living, in medicine and in home (domestic) and everyday life settings. Hygiene practices are employed as preventive measures to reduce the incidence and spread of a disease.

Everyone has germs; our bodies are covered with germs that help us stay healthy. In addition to the germs that are usually on our skin, we also pick up germs from contact with other people or objects in our surroundings. In this way, they can cause you, or others, to get sick. Although people usually think that germs are spread through the air, but a reality is that germs are most easily spread through hand contact. One of the best

ways to stop the spread of germs is to wash or decontaminate your hands; hand hygiene is a new term to describe washing or decontaminating our hands.

Washing hands helps to physically remove germs by friction, and to “rinse them down the drain”. Decontaminating hands reduces the amount of germs present on hands through the use of special alcohol based preparations, in the form of solution gels or foams, alcohol based preparation have two distinct advantages over soap and water.

- They kill many more germs
- They cause less dryness to your skin

However, while alcohol based preparations reduce the germs on your hands, they cannot remove visible soil to contamination. It is always important to wash hands with soap and water any time they are visibly dirty.

When to Wash Hands with Water and Soap

Adults and children should wash their wash their hands

- When hands are visibly dirty
- Before you eat
- Before you prepare food items
- After touching raw meat like chicken or beef.
- After contact with anybody fluids like blood, urine or vomit
- After changing infant or adult nappies
- After blowing your nose or sneezing.
- After touching animals or pets
- After going to the toilet
- For routine cleaning of hands anytime they are visibly dirty
- If you have contact with contaminated objects in the environment e.g dirty tissues/nappies, trash bins.

- Before and after you care for or have contact with someone who is very sick, very old or very young.

Importance of Hand Washing and Hand Hygiene

- Hand washing is the best way to avoid flu and other viruses (professor John Oxford, of London” Queen Mary’s School of Medicine and Virus) He went further to postulate that;
- Up to half of all men and a quarter of women fail to wash their hands after they have been to the toilet.
- We have between two (2) and Ten (10) million bacteria between finger tip and elbow.
- The number of germs on your finger tips doubles after you use the toilet.
- Germs can stay alive on hands for up to three hours.

Raising awareness about hand washing to help reduce the spread of germs is extremely important, the sooner children get into the habit of washing their hands regularly, the better.

The promotion of this important health issue will encourage children to make hand washing part of their everyday routine; it also helps children to understand the importance of hand washing. Children need to understand why it is important to wash their hands, and to do this they need help from their parents, their guardian or their teachers.

The purpose of this research is to support those roles and provide practical advice so that children introduce the simple practice of hand washing into everyday live.

Encouraging children from an early age to wash their hands will help to ensure that this practice becomes a lifelong habit.

Importance of Frequent Hand Washing

Frequent hand washing is one of the single most important things we can do to help to reduce the spread of infections and prevent ill health. For example, good hand hygiene in children will help prevent the spread of common communicable infections such as colds,

and tummy bugs, getting this message out to children will also help to influence their hand washing practices at home as well as at school and everywhere they find themselves and even at play grounds and at sports.

1.3 Statement of Research Problem

Even though traditional mediums have tried to address the issue of hand washing, it has failed to reach the hearts of majority of children and the grassroots as they are cut-off from mediums like the televisions, billboards and internet and radio advertisements due to underdevelopment. Most importantly majority of individuals especially children of all classes in the society have not imbibed the habit of hand washing; therefore this important knowledge is at an unfortunate low among the populace. Using theatre as a medium to communicate this practice (hand washing) will cut-across all parts of the society and can reach the grassroots children because it is participatory and is going to reach out to the kids so that they can participate. According to Aristotle, “tell me, I will know, show me, I will not forget, show me, I will remember, involve me I will understand”.

1.4 Aim of the Study

The aim of this research is to use theatre as a tool and medium to communicate hand washing to primary school pupils and to see how effective the theatre which encompasses drama, storytelling, songs and role play can be use to achieve this habit among the children.

1.5 Objectives of the Study

1. To help children inculcate hand washing as a habit that will help enhance their personal hygiene toward healthy living and lifestyle.
2. Using theatre as a tool to communicate and teach children the importance of personal hygiene and the need to stay healthy and why it should be started at a young age.

3. To score the importance of theatre to children and how it can serve as a platform for learning and not just for entertainment.

1.6 Significance of the Study

This research is necessary because it exposes the importance of theatre to the society especially its relevance towards teaching children and how in time past the theatre has been used to inculcate and communicate certain habits to children, this research will show how theatre as a tool can be use to communicate hand washing among children.

1.7 Scope of the Study

The focal point of the study is how theatre can be used to achieve hand-washing habit among primary school pupils. Therefore the study would draw its population from the Ahmadu Bello University, Demonstration Primary School Zaria and selected primary school pupils would be engaged for a period of three days and their after evaluation will be done based on what they have learnt.

1.8 Limitation of the Study

The study would be limited to ages 5-11 years old and they majorly can be found in primary 5 and 6 therefore other lower class may be limited from this exercise.

The time frame chosen to engage the pupils is a period of three days more time with the pupils would have been experimental and engaging.

CHAPTER TWO

LITERATURE REVIEW AND METHODOLOGY

2.1 Introduction

Many strategies have been designed and evaluated to address the problem of low hand hygiene (HH) compliance with most of these strategies conflicting as most effective but how they really work are still unclear. Healthcare associated infections account for approximately 80,000 deaths per year in the United States. A world wide systematic review found that the incidence of health care- associated infection ranged from 1.7 to 23.6 per 100 patients, hospital costs directly related to health care associated infections ranged from \$28.4 to \$33.8 billion in 2007 U.S dollars. Yet these infections are frequently preventable through hand hygiene.

Substantial epidemiologic evidence supports that hand hygiene reduces the transmission of healthcare-associated pathogens and the incidence of healthcare-associated infections. The link between hand hygiene and improvements in healthcare-associated infections is hard to prove definitively in modern day health care. However, the importance of hand hygiene is universally acknowledged by organizations such as the Joint Commission, World Health Organization (W.H.O) and Centers for Diseases Control (C.D.C), which recommend or require hand hygiene practices and interventions to improve hand hygiene compliance in order to reduce health care- acquired infections. This review will therefore focus on interventions to improve compliance with hand hygiene rather than on the efficacy of hand hygiene for reducing health care- associated infections. Compliance with hand hygiene practices among health care workers has historically been very low, averaging 39percent. The review on hand hygiene compliance and intervention aimed improving it that was conducted for the original (2001) “making health care safer” report found that poor compliance has been documented in studies across hospital unit types and

in various other settings workers tends to underestimate the importance of compliance and often over estimate their compliance with hand hygiene procedure, the report concluded that future research studies needed to identify reasons for poor compliance and design sustainable intervention that target these factors.

2.2 Hand Hygiene Compliance

Hand hygiene is a general term for removing micro organisms with a disinfecting agent such as alcohol or soap and water. Hand hygiene should be conducted by health care workers before seeing patients majorly after contact with bodily fluids, before invasive procedures and after removing glove. The WHO offers a slight variation by recommending five key moments when health care workers should practice hand hygiene: before patient contact, before an aseptic task, after bodily fluid exposure risk, after patient contact and after contact with patient surroundings. The National Quality Forum “safe practices for better health care 2010 update” and the Joint Commission recommends that organizations should implement C.D.C or WHO guidelines, encourage staff compliance with guidelines with category II evidence, and ensure that staff comply with organizational rules regarding hand hygiene. Advocates of hand hygiene improvement interventions recommend that multimodal interventions are needed to induce sustained hand-hygiene practice improvement should be based on theories of behavioral change, on individual level, the intervention should target provider education and motivation regarding hand hygiene practices.

Lancet Global Health, volume 2, issue 3, march 2014 page 11 & 19: Diarrhea and respiratory infections are the two biggest causes of child death globally hand washing with soap could substantially reduce diarrhea and respiratory infections, but prevalence of adequate hand washing is low.

Elli Leontsini, Peter J. Winch in a test of hand washing with soap by emotional drivers, tested if scalable village-level intervention based on emotional drivers of behavior, rather than knowledge, could improve hand washing behavior in rural India. The study was done in Chittoor district in southern Andhra Pradesh, India, between May 24, 2011 and September 10, 2012. Eligible villages had a population of 700-200 people, a state-run primary school for children aged 8-13 years, and a pre-school for children younger than 5 years. 14 villages (clusters) were selected, stratified by population size (<1200 vs > 1200) and randomly assigned in a 1:1 ratio to intervention or control. Clusters were enrolled by the study manager. Random allocation was by the study statistician using a random number of generators. The intervention included community and school-based events in cooperating an animated film, skits and public pledging ceremonies which is part of theatre outcomes were measured by direct observation in 20-25 households per village at baseline and at three follow-up visits (6 weeks, 6 month and 12 months after the intervention)

Observers had no connection with the intervention and observers and participant households were told that the study was about domestic water use to reduce the risk of bias. No masking was possible. The primary outcome was the proportion of hand washing with soap at key events (after defecation, after cleaning a child's bottom, before food preparation and before eating), at all follow-up visits, the control villages received a shortened version of the intervention before the final follow – up round out come data are presented as village- level means.

2.3 Findings

Hand washing with soap at key events was rare at baseline in both the intervention and control groups (1% to 2% at 6 weeks follow-up, hand washing with soap at key events was more common in the intervention group than in the control group. this study shows

that substantial increases in hand washing with soap can be achieved using a scalable intervention based on emotional drivers. Improved hand hygiene has the potential to reduce morbidity and mortality from infections spread by oral routes and person to person contact. Infections preventable by improved hand hygiene include gastrointestinal infections and respiratory infections and trachoma, fatal neo natal infections, and possibly norm infections. Diarrhea and respiratory infections remain the two most important causes of child death globally. Improved hand hygiene can also improve the child development and school attendance.

Hygiene promotion has been suggested to be one of the most cost-effective interventions for prevention of infectious diseases. Knowledge about the health benefits of hand washing is widespread. For example, 92% of respondent in Kenya knew that germs on hands causes' diarrhea, however, in studies in several countries including India, Ghana, China, Bangladesh and Kenya only between 2% and 29% of participants washed their hands with soap after defecation or toilet use. Even in the U.K, where soap and water are conveniently available and education levels are high, hand washing remains suboptimum from a public health perspective and these data suggest that effective behavior change might need more than just communication of information several cognitive models are commonly used to explained health behaviors. These models, and the behavior change interventions, they inform, generally focus on beliefs about target behaviors by contrast research done by our group into the motivations underlying hand washing practice across several countries suggested that emotional drivers notably nurture (the desire for happy, thriving child), disgust (the desire to avoid and remove contamination), affiliation (the desire to have greater access to resources than others in the group), and habit, had a more important role than rational health beliefs. Thus far, efforts to change hand washing behavior on a large scale have had little success and possibly because they have focused

on beliefs about the health benefits of hand washing with soap and given relatively little attention to the effective of emotional drivers. The group has used the emotional driver disgust to promote hand washing with soap in behavior- change campaigns in Burkina Faso (where avoiding the smell and mess associated with contamination of the domestic environment was used to drive the uptake of children's potties) and Ghana (where a television advert was used to graphically depict the spread of contamination from the latrine to food via hands) but as far as we are aware the effectiveness of an intervention to promote hand washing with soap using non-health messages had never previously been assessed in a controlled trial. We aimed to test the effect of such an intervention on hand washing behavior.

This study and intervention was achieved through a Bangalore-based creative agency designed communication concepts based on nurture, disgust, affiliation and status as motivational drivers of hand washing. The concepts were refined through pilot testing with groups of mothers from non-study villages. The campaign that emerged focused on a central character (Super amma). An appealing forward-thinking rural mother who had a loving, nurturing relationship with her son, teaching him good manners and ensuring that they both used soap for hand washing. It also featured a comical male character whose disgusting habits were timorously contrasted with those of Supa amma. A professional events management agency (henceforth referred to as the implementation of community events, was engaged to deliver the intervention using a team of four people (two facilitators, an audio-visuals technicians, and driver) the facilitators were members of a street theatre troupe with experience of creation and delivery of performance relating to social issues, we used one delivery team, which maintained the same members throughout the study.

The activities delivered by the implementation agency included community and school based events incorporating a Super amma animated film, skits contrasting the clean habits or Super amma with her dirty comic counterpart, and public pledging ceremonies during which groups of women promised to wash their hands with soap at key event times and to help ensure their children did likewise. The pledge followed a specific script intended to link hand washing to social identity and included an element of theatre (the women stood together with one hand raised), intended to add some solemnity to the activity, the names of those who had pledged were placed on public display board and posters featuring images of local opinion leaders washing hands were prominently displayed around the villages.

Using theatre as a tool for communicating hand washing among children is one of those platforms that children explore their own world, and express themselves better because theatre is a field that allow and interaction between theatre audience and its actors or performers either directly or indirectly.

To communicate hand washing to children it is very paramount for the communicator to understand the channel of communication and how it work, therefore understanding how to communicate to the target audience, in this case which are the children is very crucial.

According to Sara Gable (state extension specialist, human development) on communicating effectively with children, and why take the time to communicate? Asserts that children base their views of themselves and the world on their daily experiences and what adults can provide for children is to talk with and listen to them. Through these daily interactions, children and adults can develop relationships that help children to learn about themselves and the world. Adults who care for children and creates relationships with them, engages in practical and mutually rewarding ways to achieve this goals through positive communication.

Effective communication with children requires communication styles and behavior appropriate to the age of the child, understanding how children of different ages communicate and what they like to talk about is crucial rewarding interaction with them, adults must communicate in a way that relates to the age and interests of the child.

Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases conditions are spread by not washing hands with soap and clean, running water. Kids and even adults do not sometimes heed to the advice to always wash their hands before eating and after using bathroom, or when they come inside from playing. But it is a message worth repeating – hand washing is by far the best way to prevent germs from spreading and to keep kids from getting sick.

A number of infectious diseases can be spread from one person to another by contaminated hands. These diseases include “gastrointestinal infections”, such as salmonella, and “respiratory infections”, such as influenza. Washing your hands properly can help prevent the spread of germs (like bacteria and viruses) that cause these diseases. Some forms of gastrointestinal and respiratory infections can cause serious complications, especially for young children, the elderly, or those with a weakened immune system. Most people know hand washing is important. But a new study shows how washing your hands often, and at the right time, can have a big impact on your family risk for getting sick.

Most studies on hand washing, focus on medical and food service workers, but a publication by the American journal of infection control focuses on washing hands at home as a way to stop infections from spreading. Several studies show hands are the single most important transmission route for all types of infections.

Even though most people know to wash their hands after using the toilet or handling a diaper, studies suggest many people are still ending up with germs, particularly those spread by faeces, on their hands after leaving the bathroom or caring for a baby.

One study looked in homes of infants recently vaccinated against polio. After vaccination, the virus is known to shed in the baby's faeces. Researchers found the virus on 13 percent of bathroom, living room and kitchen surface. While the virus from the vaccine did not pose a health risk, the study shows how faces-borne viruses can travel through the home. Another study found that in homes where Salmonella cases had been diagnosed, the bacteria were still lurking in toilet bowls three weeks after the outbreak and with water splashing on the toilet seat; it was a source of contamination. Doorknobs, bathroom faucets and toilet flush handlers are key sources of germ transmission in the home. That is why people should focus on cleaning such surfaces regularly and always wash hands after touching them. In one study, a volunteer touched a door handle that had been contaminated with a virus. He then shook hands with other volunteers, and further test showed he had spread the virus to six people.

The study author notes that the timing of hand washing is very important. It is obvious to wash hands after using the toilet, after sneezing or before eating or handling food. Other crucial times for hand washing are after changing a diaper or cleaning up after a pet, or after touching garbage cans, cleaning cloths, cutting boards, dish rags and utensils that may have come into contact with raw food.

While it may be hard to believe that something as simple as regular hand washing can make a difference in your family's health, consider what happened in Hong Kong during a 2003 outbreak of SARS, a severe and potentially deadly form of viral pneumonia. The outbreak triggered extensive public and community health measures promoting basic hygiene, including regular hand washing. Not only was the SARS outbreak contained, but other cases of respiratory illnesses, including the flu, dropped sharply.

About 1.5 million children die in developing countries due to diseases that are rooted in hygiene and sanitation. Kids are vulnerable to infections, and hygiene plays a vital role

when it comes to good health. But it is kids we are focused on in this study. Because all kids love to play, they love to play with ash and mud and go exploring reaching and touching everything and anything. They are totally confident about picking up a ball from a dirty drain or rolling in the dirt, whenever they have the chance. This is true for children but their little palms and tiny fingers carry numerous germs that can spread and take away the gleeful smile from them when they fall ill.

2.4 RESEARCH METHODOLOGY

This provides a description of how the field work of this study was carried out. The researcher worked with pupils of Staff School Ahmadu Bello University Samaru Zaria, where they were involved in games and exercises, role play, storytelling, songs and drama with emphasis on hand washing and its importance to them and their health. Below presents the whole range of activities that took place in the course of this field work.

2.4.1 The Arrival/ Preliminary Visit

The researcher meets with the various relevant authority of the primary school to seek the permission to work with selected primary five (5) and six (6) pupils. As a result of the busy schedules of the school such as the teaching hours, and time table of the concerned classes, the two days and time selected for the researcher, fell during the break periods.

2.4.2 Games and Exercises

Play is the principle learning of every child; it is above all the most powerful art form on regarding to human change and growth because children love to play games and exercise especially those that has to do with dancing, clapping, jumping and singing that makes play interesting and enjoyable. Therefore it stirs up their interest towards participating. The researcher explored these mediums, in other to make hand washing exercise an

exciting activity of much fun and attractive experience. All the activities took place in an open field which provided both the researcher and the pupils with a convenient and comfortable space for maximum participation., there was an introductory game to build trust and break barriers between the researcher and the pupils, the researcher and the pupil were all involved in the games and exercises. The researcher served as a facilitator and a guide towards achieving the needed focus of this research work. The pupils took turns to come up with any fun activity of their choice for equal participation.

2.4.3 Drama Role Play and Storytelling with Emphasis on Hand Washing

After the whole games and exercises, the researcher explained in details the importance of hand washing and how and why hand washing. The pupils created role playing scenarios and stories from the discussion session with the researcher on hand washing. The implications of not washing their hands after playing, going to toilet, sneezing, eating were also dramatized. The session was participatory; therefore the pupils came up with their ideas and perspective about the knowledge of hand washing, the way to wash hand and the benefit of hand washing

CHAPTER THREE

DATA ANALYSIS

3.0 Introduction

This chapter provides a description of how the field work was carried out and it will also give analyses of the result gotten from the field work in the study. The researcher worked with the pupils of Demonstration Primary school, Ahmadu Bello University Samaru, Zaria, where they were involved in exercises, storytelling, role-playing and dances as well as discussion with emphasis on hand washing and its importance to them and their personal hygiene.

Below presents the whole range of activities and responses gotten from the field work.

3.1 The Preliminary Visit

In carrying out the field work, the researcher went through a process to arrive at the result and responses gotten in this research. Having identified the school to work with the researcher met the various relevant authorities of the school with an introductory letter to seek for permission to work with primary five (5) and six (6) pupils of the school. After series of meetings with the school authority, the request was granted.

Day and Time Schedule

As a result of the busy schedule of the school, and in order not to tamper with their (school) time-table and teaching hours, the researcher had to work in accordance with the number of days and time agreed by the management.

Three days and the period of thirty (30) minutes each day was given to the researcher.

3.2 Games and Exercise

Games teach about ourselves and the times we live. The social life of the present and past is mirrored in some games people play. Games have existed for the centuries, the Egyptians, Greeks, Babylonians, Romans have handed over old games to us and games have been played in African villages, deserts, tent and medieval castles. Johan Huizinga, the Dutch historian (1955) succinctly says, “Men at all times have hidden in games those struggle that were most serious to them, they used games then, much as we do now in industry, in preparation for war, in attempts to meet and influence the outcome of life’s contest.

Growing urbanization, television addiction have all robbed today’s child of the legacy of play. Concerned parents and teachers have realized that the re-awakening of this creative instinct from play can help rebuild our young ones in many ways. Games varies and are many, some are active while others outdoors.

Furthermore, materials for games include marble, bottle, cards, sticks, balls, papers, pens, pencil, dice, chalk, boards; and the body parts such as hands, legs, eyes, mouth, voice and ear.



The researcher during a games and exercise session with the pupils

Types of Games and Exercise

- a. **Race, tag and catch:** This is a physical mastery of the body's concentration, social cooperation and sportsmanship kind of game and exercise.
- b. **Number Games:** This type of game and exercise uses number such as mathematical basis, intellect, mental alertness, logic, speed and part of language concept.
- c. **Communication:** Non-verbal and verbal skills vocabulary, grammar, syntax, reading speaking listening, imagination and writing skills.
- d. **Marbles:** Concentrations, purposefulness and workmanship.
- e. **Sensory Games:** Greater awareness and understanding of self and the world we live in strengthens imagination.

Games and exercises enhance participation in any theatre activity, and this games and exercise are ice-breakers, and energizers. This is where the researcher engages. The pupils to help build trust and create a level and safe playing ground and good mutual understanding, make participants become aware of things they know, but do not know them deeper about themselves, their environment, emotions and health.

The purpose of this games and exercises is to create active listening, memory, empathy acceptance, and self expressiveness. Games and exercises enhance cooperation and group dynamism.

The researcher deployed the different types of games and to achieve the result and responses gotten from the field involve in this study. The pupils assembled in an open field and formed a circle, and after, the introduction of what will be done by the researcher, (hand washing exercise), the researcher motive the pupils to come up with any fun activity of their choice so as to stir their minds for maximum participation and to also make the exercise interesting because children love to play. They also like games and

exercises especially those that have to do with dancing, clapping, jumping, running or singing.

Therefore, the researcher explored this medium in other to make hand washing exercise and information an activity a fun and attractive exercise. The games and exercise helped the level of involvement, interest and participation.



Pupils and the researcher in an exhilarating games and exercises session

3.3 Storytelling

Story telling can be defined as a series of events, story-telling can be considered as type of play. A distinction can be made between actual story-telling, and presenting a story through other mediums. The difference is that in actual story-telling, the tellers and listeners can give instantaneous and ongoing feedback to each other. Even though making movies (or other recording, or books) are not actual story-telling, we often speak of cinematic story-tellers. To be most verbally accurate, we might say that movie makers and novelists etc. are presenting a story.

It is debatable as to whether or not actual story-telling occurs through mediated situations such as telephoning or videoconferencing. Some purists feel that for an event to be considered as actual story-telling, the participants need to be physically present with each other. Nonetheless, as the level of interactivity, in an electronically mediated communication event increases, (especially in terms of immediacy of feedback and audio and video representation of participants), the event may become more storytelling like.

Projection, identification, empathy, imitation are important processes when it comes to people and stories. People project themselves into story characters. They identify with the characters. They feel empathy with the characters. This occurs through the use of the listener's imagination. The listener may then imitate the character.

Some storytellers like to comment upon, and tell the moral of a story. Others like to let the story speak for itself, and permit listeners to generate their own interpretations and meanings.



The researcher and the pupils in a storytelling session

The Importance of Storytelling

- a. Storytelling can give meaning to life, express values, teach the young and old, and convey culture.
- b. It can connect elements in one's own life, experience, and life.
- c. Connect one to one's (individual and group) past, and to other cultures.
- d. Give one a sense of wholeness that the pieces of one's life fit together and add up to something.

What makes a storytelling event great, entertaining, and meaningful is that listeners are drawn in, and feel involved and engaged. They relate to the teller and to what is being told. They forget themselves, and get involved in the efforts, struggles, and behavioral styles of the characters. They put themselves in the place of the characters; they relate to characters' situation and decisions, on the levels of feeling (emotion) and intellect (thought). The story is important to both teller and listeners. The style of telling experience is in step with the times. In this research, the researcher explored the storytelling medium to its fullest to make the pupils understand the hand wash process and the relevance of regular hand washing exercise to their healthy living. At the course of the exercise the researcher told a story where the pupils generate their own interpretation and meaning out of the story. Each culture has traditional and conventional ways of signaling that a story is beginning and ending. In English, one way is "once upon a time", and "they lived happily ever after" in this study, the researcher used the conventional way to signal the beginning and ending of the story because that is the way the pupils are familiar with and understood.

This is a story told by the researcher during the practical field work, the story titled "THE CARELESS AND DIRTY WOMAN".

Ten years ago in the city of Heita, there lived a woman name Manu. Manu was a beautiful, hard working and industrious woman who will do anything within her power to carter for her family, but Manu have a very big challenge and attitude that makes people runaway from her and anything she does, people will not want to associate with her, and that presented a big challenge and the attitude was “carelessness and poor personal hygiene towards herself and her family. Manu have only one son named Ayum. Manu loved Ayum so much that anytime she goes to the market she buys something for Ayum. One day Manu came back from the market with Akara to give Ayum, she calls in Ayum who was playing outside in the gutter with his friends and without washing his hands, collected the Akara and ate all. In the night Ayum could not sleep because his tummy was biting and hurting him, Manu rush Ayum to the hospital, the Doctor diagnosed Ayum, to have gastrointestinal and respiratory reactions”.

After the story the pupils responded and commented on the lessons learned and derived from the story by the researcher, on how personal hygiene, especially regular hand washing is very important to young children and even adults.



Pupils of Staff School and the researcher during a hand washing session

3.4 Role Play

Role play is learning how to best handle a situation by practicing interactions and trying out different approaches. Students/pupils may act out situations, problems, and issues in a safe setting and develop skills that promote personal hygiene practice. Role play is a very effective instructional method proven to increase self-efficacy and impact student/pupils behavior. Role play requires careful preparation to ensure a structure emphasizing personal hygiene through practicing basic learning's such as regular hand washing, negotiation, participation in course role plays have led to higher satisfaction of usefulness and greater teaching improvements.



The researcher and her assistant in a role playing session with the pupils

Advantages of Role Play

- i. Provides opportunity for students/pupils to assume roles of others, therefore appreciating another person's point of view.
- ii. All for a safe explorations of solutions and an opportunity to practice personal hygiene skills.

- iii. Tend to motivate pupils/students to learn.
- iv. Promotes and develops critical and creative thinking, attitudes, values and interpersonal and social skills. In carrying out role play in this research, the researcher followed some procedure to arrive at the result and responses gotten from the pupils.
- v. Prepare the mind of the pupils from the discussion towards role play by presenting an artificial problem; and situation that presents some aspect of reality.
- vi. Define the problem and situation and roles clearly.

Give Clear Instruction

The researcher was determined and involved all the pupils to carry out the role plays, the pupils were divided into two groups, with every member of the sub-group playing a role. The two groups presented a problem and situation from the discussion with the researcher on regular hand washing and hygiene, and its importance to healthy living and also the implications of not washing hands regularly to health.

3. The pupils act out the role plays by following the rules which says everybody should participate. The two groups presented their role-plays one after another.

After the role playing, the researcher and pupils began to communicate and explained feelings experienced during the role-play. The pupils also identified personal hygiene practices that were demonstrated during the role play such as keeping your fingernails clean and short, wash your hands regularly before and after meals, after using the toilet or coming from the play ground.

The researcher asked the pupils to write down their responses and judgment on how the role play has helped them understood regular hand washing and its importance to their health.



Pupils washing their hands in a practical session

CHAPTER FOUR

SUMMARY, CONCLUSION AND RECOMMENDATION

4.0 Summary

This research work has examined;

Theatre as a tool for communicating hand washing among primary school pupils, it therefore presents theatre as not just a mere genre, but a distinct one among many. It is the only genre in which today and everybody, now and always, living human beings address and speak to other human beings. Understanding that theatre is a medium which human beings interact, communicate, socialize and even transact, makes it unique and a point of emphasis of this study. More than just a performance of stories and tales; this is a place for human encounter, a space for authentic human existence. Theatre can also be seen as building where live performance take place such as play productions, dance and songs performances.

Hand washing is one of the most important practices to personal hygiene that helps reduce germs and keep us healthy, especially children because of their playful and exploring life-style because they are easily exposed to dirt.

Even though traditional mediums has tried to address the issue of hand washing, it has failed to reach the grassroots as they are cut-off from mediums like the Television, Radio, Bill-boards, Magazines, Newspapers and cinemas, due to science and technological growth that brought social, economical and geographical change. In the society, this also lead to change in mode and medium of communication, this also comes with its own limitations such as network barriers that make it difficult and inaccessible to the grassroots people as a result of this barriers and limitations, this research has focused on

how theatre can be used as a tool for communication and to bridge a gap or poor hygiene practice. This gap between human beings in their various social environment (the urban, cities and villages) such as the urban people and grassroots people on important issues of health, economic, social behaviours, politics and environment.

It further focuses on using theatre to communicate hand washing among primary school pupils. Keeping hands clean is one of the most important steps we can take to avoid getting sick and spreading germs to others. Many diseases conditions are spread by not washing hands with soap and clean running water. Kids and even adults do not sometimes heed to the advice to always wash their hands before eating and after using the bathroom or toilet, or when they come inside from playing. But it is a message worth repeating – hand washing is by far the best way to prevent germs from spreading and to keep kids from getting sick.

A number of infectious diseases including gastrointestinal infections, such as salmonella, and respiratory infections, such as influenza. Washing your hands properly can help prevent the spread of germs (like bacteria and viruses) that cause these diseases. Some forms of gastrointestinal and respiratory infections can cause serious complications especially for young children, the elderly, or those with a weakened immune system.

When to wash your hands

You should wash your hands thoroughly:

- After using the toilet or changing napkins
- Before, during and after preparing food.
- After handling rubbish or working in the garden.

- After handling animals

How to wash your hands:

- Wet your hands with clean water
- Apply soap and lather well for twenty (20) seconds.
- Rub hands together rapidly across all surfaces of your hands and wrist. Do not forget the back of your hands, and wrists. Do not forget the back of your hands, your wrists, between the back of your hands, your wrist, between your fingers and under your fingernails.
- If possible, remove rings and watches before you wash your hands, or ensure you move the rings to wash under them, as micro organisms can exist under them.
- Rinse well under running water and make sure all traces of soap are removed.

4.1 Conclusion

The finding from this research work confirms and shows that Theatre can be used as a tool for communication. From the practical field work analysis; in chapter three and the third objective of this study was accomplished as regards the scoring of the importance of theatre to children and how it can serve as a platform for learning and not just for entertainment. The Theatre that was deployed in this research work includes: games and exercises as theatrical activities, and dance, storytelling, role-playing and above all the hand washing exercise.

Also in chapter three, the first and second objectives of this research were achieved. The research was able to teach children the importance of personal hygiene and the need to stay healthy, and why they should start washing their hands at young age, because starting

it at the younger age will register and stay with them, in their minds and thoughts till adulthood.

According to Frank Outlaw, watch your thoughts, they become words, watch your actions, they become habits, watch your habits, they become character, watch your character, they become destiny. Understanding this fact by the children makes it easier that hand washing can be a habit if they engage in it regularly and it will become part and parcel of their life style. It will help them stay healthy all through life's journey.

4.2 Recommendation

In view of the use of Theatre as a tool and medium of communicating hand washing among primary school pupils, the importance and strength of Theatre to educate, and also entertain cannot be overemphasized, this research work is limited to the children in primary schools, which might give rise to questions such as:

- Why children alone, what about adults?
- What about those children, that is not in classrooms with their teachers?

In relation to all these, the research work admonishes:

- i. Parent/guardians to serve as models and agent of change and good teachers to their wards/children to help those young ones at home by teaching them hand washing and making it an interesting exercise. Also, as models; by washing their hands regularly for the young ones to emulate.
- ii. Primary, secondary and tertiary institutions should make provisions for washing of hands in the basins and sink in their various classrooms and lecture theatres with water and soap to encourage hand washing.

- iii. Primary and secondary schools should encourage hand washing by introducing it as part of their mandatory daily and regular activity and exercise.

This research work is also recommended for further study and review by other researchers and agencies such as Non-governmental Organizations (N.G.O.s), the Government Ministry on Health, Health Organizations and even advertising agencies to further strengthen this habit among individuals.

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APPENDIX



Pupils in games and exercise with the researcher



The hand washing exercise



Pupils drying their hands after the hand washing exercise



Pupils with the Researcher in the Role Play Session