

Healthy Schools, Healthy People



A Cross-Curricular, School-Wide Education Program for Middle Schools

Includes activities based on
National Education Standards

Welcome to **SNAP**:

The School Network for Absenteeism Prevention . . .
an exciting initiative that will get the entire school community talking about clean hands!

Whether you are a school nurse, teacher, food service director, parent, student, or administrator, you can make a difference in school health with this program.

No doubt you already understand the benefits of basic hand cleaning. But now you'll be able to engage students by incorporating a clean hands program into your existing curriculum – and, ultimately, you might bring national recognition to your school, too!

It's all possible, thanks to **SNAP**. This innovative network is a new health initiative striving to bring "boring old handwashing" into the limelight – **right where it belongs**.



Your Partners:



Centers for Disease Control and Prevention



U.S. Department of Health and Human Services



The Soap and Detergent Association

Brought to you by the

School Network for Absenteeism Prevention

www.itsasnap.org

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About the SNAP Program

A Healthier School is in Your Hands

Clean hands are all about good health for students, food service staff, teachers, administrators, and the entire school community! But until now, the idea of teaching children about clean hands meant finding room for yet another topic within an already busy day.

It's all about believing in the importance of good hand hygiene and incorporating it into your *existing* curricula and activities . . . and it's a snap with **SNAP: The School Network for Absenteeism Prevention!**

What is the SNAP Initiative?

SNAP is a grassroots, education-based effort to improve health by making hand cleaning an integral part of the school day. It's capped off by a National Recognition Program that your students can enter for exciting awards!

Despite its simplicity, hand cleaning is no laughing matter. The notion of handwashing is something most people learn about at a very young age . . . and yet many people just don't do it. By not cleaning hands, people can get sick and spread their illnesses to others. Yuck!

The problem is that for many people, especially young people, handwashing just isn't a priority. So here are the tools you need to *make* hand cleaning newsworthy!

See pages 6 and 7 for curricular ideas and more!

Education Initiative + National Recognition Program =



About the SNAP National Recognition Program

Getting everyone excited, especially the students, is key. As you work through the curricular ideas within this guide (see pages 6 and 7), you'll find lots of innovative, standards-based activities that integrate hand cleaning into your existing curriculum.

To extend these classroom activities, we've developed the SNAP National Recognition Program. This program challenges school teams to create their own clean hands awareness projects. Once the projects are complete, students can apply for the SNAP National Recognition Program, a prestigious, high-profile opportunity to acknowledge their accomplishments while improving health and reducing absenteeism. (See page 9 for more information.)

SNAP to It — It's as Easy as 1-2-3!



Integrate standards-based hand cleaning activities into your curriculum

(see pages 6 and 7)



Have students create clean hands awareness campaigns/projects

(see page 9)



Submit projects for national recognition by March 1st

(see page 10)

Award recipients will be announced in May. In the meantime, keep up the good work!

Be sure to visit www.itsasnap.org for program updates.

Take Charge!

Ideally, this is a team-teaching endeavor, spanning a variety of classes and disciplines — the more participants, the better. Take charge and make a difference. Invite staff with the interest, motivation, and enthusiasm for this topic to meet and discuss the SNAP campaign. Think of including:

- Food Service Staff
- School Nurses
- Health Teachers
- Science Teachers
- PE Teachers
- Teacher Aides
- Administrators
- Family and Consumer Sciences Teachers
- Student Council or Other Student Group(s)
- PTA/PTO or Other Parent Organization Leaders
- Community Groups – Chamber of Commerce, etc.
- State or Local Health Departments
- Cooperative Extension Professionals
- Custodial/Maintenance Staff

Inspire Your Team

Use these topics for a kick-off discussion:

- How the absenteeism rates among teachers and students in your school affect learning.
- How handwashing can make an impact on health and absenteeism.
- How the SNAP campaign can supplement the school curriculum, address education standards, and excite staff and students about the health benefits of clean hands.

Clean Hands: A Critical Issue

Use Statistics to Make Your Case!

You are poised to begin using the curricular ideas right away because you are interested in student health. (See pages 6 and 7.) But, when it's time to get others in your school community excited about SNAP, be prepared for some skepticism. After all, others may question if it's *really* necessary to spend valuable school time re-teaching something that most students learned as preschoolers.

You bet it's necessary *and* important! And the numbers speak for themselves.

According to CDC, infectious disease accounts for millions of lost school days each year. It's not surprising when you think about it, because school is all about sharing: desks, books, pens, food, bathrooms, door handles, water fountains, computer mice, and keyboards, and, as a result, germs.

From colds . . . to the flu . . . to foodborne illness — no one needs a hall pass to pass *this* stuff around!

Germs at School Can Be Sickening!

The topic box below features some eye-opening statistics to share with others in your school community. Once you reveal these critical facts, it'll be hard for others not to stand beside you on the frontlines of infectious disease prevention.

Try incorporating this information into a staff presentation or photocopy pertinent sections and distribute them to key interested parties. Include them in a school newsletter, on cafeteria menus, or on classroom bulletin boards.

The Real Deal: How Disease Can Spread

- One of the most common ways people catch colds is by rubbing their nose or eyes after touching someone or something that is contaminated with the cold virus (rhinovirus). And nearly 22 million school days are lost annually due to the common cold! (CDC, 1996)
 - Rotavirus — a really disgusting germ that causes gastrointestinal illness — can be transferred from a dry, laminate surface to a clean hand as long as 20 minutes after the surface has been contaminated. (Ansari, 1988)
 - Some foodborne illnesses are quickly spread through sharing food and lack of hand cleaning. In fact, certain strains of *E. coli*, *Salmonella*, and other bacteria can live on surfaces, like cafeteria tables and doorknobs, for up to two hours. (Scott and Bloomfield, 1989)
 - Fifty percent of your middle-level students are probably not washing their hands after using the bathroom — and they're putting you, your staff, and their classmates at risk . . . every single day. (Guinan, 1997)
- (For complete references, visit www.itsasnap.org)

The Ugly Truth:

Students Can Be Prime Germ Transmitters!

- Students share close contact with other students and teachers all day, every day.
- Students can bring illnesses home with them and can infect family members.
- Clean hands are critical. Middle school students are exposed to many people and sources of infection throughout the day. When hands are not kept clean, students can inadvertently transmit germs to other students and teachers at school, to family members at home, and to others with whom they come in contact.

Photocopy and enlarge the comic strip below. Post it in key areas at school, or include in a class/school newsletter.

Don't Hand Those Germs to ME!

**Hey Students!
How Gross Are You?**

You have a quiz today!
You borrow a pencil from your friend who sneezes just before handing it to you.

INFECTION ALERT!

You don't clean your hands. You hurry to your babysitting job right after school, stopping to pet a neighbor's dog along the way. As soon as you arrive, you serve a snack to the 4-year-old neighbor you are caring for.

INFECTION ALERT!

+1

That evening, the 4-year-old visits his grandmother in the nursing home, where 120 people live and/or work. He visits during dinner, shaking hands with many friends.

INFECTION ALERT!

+120

The next morning the child attends day care with 15 other 4-year-olds, playing and sharing toys.

INFECTION ALERT!

+15

Meanwhile, his parents go to work with 50 other people.

INFECTION ALERT!

+50

You + Your Unwashed Hands = Over 180 Possible Illnesses . . . and Counting! Yuck!

Absenteeism Is Expensive: Do the Math

Approximately 1/5 of the population attends or works in schools. (U.S. Department of Education. National Center for Education Statistics. Digest of Education Statistics, 1999, NCES 2000-031, Washington, DC 2000.) When illness occurs, the cash register of "lost days and dollars" starts to ring!

Check It Out: The Teacher Tally

- Teacher illness costs time and money. In fact, teachers can be absent from school more days per year than students: An average of 5.3 days a year due to illness, whereas students are absent 4.5 days a year.

(Ohlund LS, Ericcson KB. Elementary school achievement and absence due to illness. Journal of General Psychology. 1994;155:409-421.)

- Sample Equation: Number of teacher sick days per year x the daily fee for a substitute = your school's cost for teacher illness.



A+



Student Sub-Totals

- Student absenteeism affects achievement. It not only puts the sick students behind, but often makes other students have to "wait" for them to catch up.
- Students don't wash their hands often or well. In one study, only 58% of female and 48% of male middle and high school students washed their hands after using the bathroom. And of these, only 33% of the females and 8% of the males used soap. (Guinan ME, McGuckin-Guinan M, Severeid A. Who washes hands after using the bathroom? American Journal of Infection Control. 1997;24(5):424-425.)
- 52.2 million cases of the common cold affect Americans under the age of 17 each year. (CDC, 1996) <http://www.cdc.gov/nchs/fastats/colds.htm>

Costs in Time and Money

Administration

Paying substitute teachers.

Teachers

Re-teaching absent students.

Students

Missing classes and extracurricular opportunities.

Parents

Worry, lost work days, and additional health care expenses with an ill child at home.

Food Service

Decreased participation in school meals.

According to CDC, the single most important thing we can do to keep from getting sick and spreading illness to others is to clean our hands.

(<http://www.cdc.gov/ncidod/op/handwashing.htm>)

Clean Your Hands ...

- After you use the bathroom.
- Before you eat.
- Before, during, and after you prepare food.
- When your hands are dirty.
- After handling animals or animal waste.
- More frequently when you, or someone with whom you come in contact, is sick.

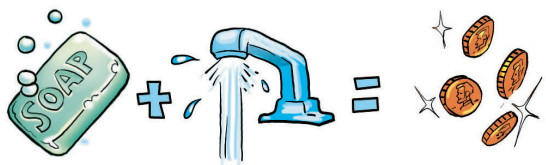


Ka-Ching

It Costs More to NOT Wash!

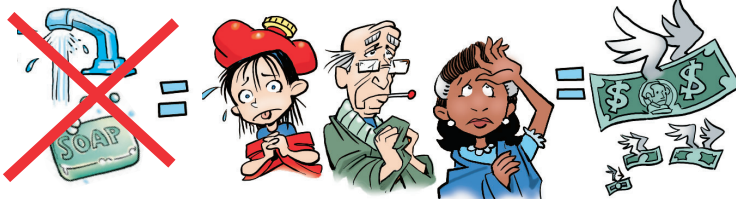
While commitment to handwashing means commitment of time and supplies, the costs of NOT washing are far greater than the cost of washing.

Option 1



or

Option 2



YOU Make the Choice!

In short: These germs are gross, and they're running rampant. So who wouldn't want to keep them from spreading?

Your first step is to get your students motivated to create a school-wide campaign to promote good, old-fashioned clean hands. And it's so easy, you can begin today.



Getting Real and Making It Happen

The Battle of the “Real World”

The reality is, there’s often more involved in changing behavior than just saying, “Okay. One, two, three, wash!” Today’s schools often face real barriers to handwashing. Non-working sinks, lack of soap and paper towels, insufficient time within the school day, and even vandalism can prevent regular handwashing from happening.

So what can you do?

There are short term and long term strategies that can help you incorporate a clean hands program. The ultimate goals are improving the health of students and other staff members and reducing the budgetary impact of absenteeism for the school as a whole.

SNAP is one project that benefits everyone. After all, who wants to get sick? As the team leader, or school champion, you are the ideal person to get the entire school community involved!

Remember to include:

- Other teachers/health staff
- Administrative staff
- Custodial/maintenance staff
- Students
- Food Service staff
- Parents

The more team members there are working to overcome the barriers to clean hands, the more “infectious” the SNAP Clean Hands Campaign will be. Everyone can be involved; *everyone can make a difference.*

SOLUTION ▼

Challenge: In today’s fast-paced classroom, handwashing isn’t “news.”

- Have other teachers help integrate handwashing into the curriculum.
- Point out the true grossness of not washing to the students! Appeal to the burgeoning attention to personal hygiene and appearance that’s surfacing among middle school students.
- Have the school nurse and/or health teacher give a lesson on hand cleaning — and what happens if you *don’t* do it.

SOLUTION ▼

Challenge: Bathrooms aren’t “handwashing friendly.”

- Alert the school community that handwashing works best at controlling germs if everyone complies.
- Make it uncool to vandalize the bathrooms — because without functioning equipment, the whole school is affected — or infected!
- Let the custodial/maintenance staff know how important they are to this campaign. Remind them how critical soap and water or hand wipes/gels are to the students, staff, and parents.

SOLUTION ▼

Challenge: The school’s physical setting makes handwashing impractical.

- If soap and water are simply not available or accessible, explore the installation of instant hand-sanitizer stations in bathrooms or other likely spots. Here are some solutions that other schools have identified:
 - Use alcohol-based hand sanitizers or hand wipes if you can’t accommodate traditional handwashing and hands are not visibly soiled.
 - Install hand-sanitizer stations near the cafeteria line, so every student has access on the way to lunch.
- If funding is an issue, get parent organizations involved. Encourage them to approach the Board of Education with the facts, include a log of missed days among students and teachers in the past year. Or, seek funding directly from these vested groups.
- Have science and/or math classes track absenteeism (and related costs) due to infectious illnesses (e.g., colds, flu, foodborne illness). Report their findings to the school administration and/or school board.
- If there are no in-school policies in place, assign a task force to get them in place. If policies *are* in place, charge the SNAP team with figuring out how to make sure the policies are enforced.
- Keep in touch with your local/state boards of health and education to explore the possibility of legislated hand cleaning facilities. Find out if there are city or state policies in place. If not, how can you make it happen?
- Stay tuned to future plans for school renovations or new buildings. Work with the architectural team to ensure that adequate and accessible handwashing facilities are incorporated into all new plans. If no policies are in place, find out how to get them in place.

Everything You Need to Know About Handwashing You Probably Learned in Preschool

- 1 Wet your hands and apply liquid, bar, or powder soap.
- 2 Rub hands together vigorously to make a lather and scrub all surfaces.
- 3 Continue for 20 seconds — It takes that long for the soap and scrubbing action to dislodge and remove stubborn germs. Need a timer? Imagine singing “Happy Birthday” twice through to a friend!
- 4 Rinse hands well under running water.
- 5 Dry your hands using a paper towel or air dryer.
- 6 If possible, use your paper towel to turn off the faucet.

Remember: If soap and water are not available, and hands are not visibly soiled, consider using alcohol-based wipes or gel formulas to clean hands!



Integrating Hand Cleaning Into the Curriculum

With the evidence that links hand cleaning to reducing absenteeism, incorporating hand cleaning education into the schoolday is not necessarily a question of “why,” but a matter of “how.” The answer lies in integrating the topic of handwashing into your existing curricular areas. The idea-starters below are linked to national education standards — use them to get your students excited about clean hands.

Best of all . . . clean hands can keep you and your students in school and learning, which can also lead to higher standardized test scores! (Ohlund, LS, & Ericsson, KB. 1994. Elementary school achievement and absence due to illness. *Journal of General Psychology*, 155:409-421.)

Note: For access to the following National Standards, visit:
<http://www.educationworld.com/standards>
<http://www.mcrel.org/compendium/browse.asp>

MATH

Introduction: Germs *can* do math — they “divide” every 20 minutes under optimal conditions!

Bacteria facts:

- One bacterium is far too small to be seen without using a microscope. Most are about 1/1000 of a millimeter in diameter.
- In just 12 hours, one bacterium could multiply to more than 8.5 billion under perfect conditions. After three days, with no bacteria dying, there would be enough of them to cover the entire earth.
- Working in teams, have students measure 1 mm, then picture the size of 1/1000 mm. Starting with a single bacterium, calculate how many bacteria there would be after one hour, two hours, and three hours at the 20-minute fission rate.
 - Track the bacterial growth on a graph sheet.
 - Create a visual representation of the mathematical results, using materials selected by the teams (e.g., putty, polymer clay, play dough, salt dough, string, paper, beads, paper clips, etc.)
 - Share visuals with the class. Discuss the graph.
 - Draw conclusions about bacteria that can make us sick and the relationship of bacterial growth to handwashing.

National Standards Links:

- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer.
 - Select and use appropriate statistical methods to analyze data.
 - Develop and evaluate inferences and predictions that are based on data.
 - Recognize and apply mathematics in contexts outside of mathematics.
- (National Council of Teachers of Mathematics)

SCIENCE

- Conduct a germ investigation. Have students swab commonly-touched surfaces like doorknobs, water fountains, bathroom sinks, cafeteria tables, and classroom materials. Use agar plates to culture bacteria. Monitor their growth using a microscope. What do students observe? Ask them to discuss how their findings relate to hand cleaning.
- Use a fluorescent agent to track how germs can be passed along from surface to surface. Ask your school nurse for details.
- Try this experiment to demonstrate how soap works: Put oil and water together in a clean jar or bottle with a tight top. Shake the jar or bottle. Have students observe what happens. Then, add some hand dishwashing detergent to the jar or bottle, close the lid, and shake again. Ask: What happens? Why? How does this relate to washing our hands?

National Standards Links:

Science as Inquiry

- All students should develop abilities necessary to do scientific inquiry and understandings about scientific inquiry.

Personal and Social Perspectives

- All students should develop an understanding of personal health; populations, resources, environments; natural hazards; risks and benefits.
- (National Academies of Sciences)

SOCIAL STUDIES

- Study and report on an epidemic from the past or from the present, such as the typhoid epidemic spread by “Typhoid Mary” in New York in the early 20th century. Teams can report on the epidemics to the class and discuss how hygiene could have affected the cause and the outcome of each one.
- Research what different organizations are doing to promote hygiene in different areas of the United States and around the world.
- Monitor current events related to health and hygiene (i.e., foodborne illness, colds, and flu). Bring in information to share the connection between the news stories and hand cleaning with the class.

National Standards Links:

- Students understand economic, social, and cultural developments in contemporary United States.
- Students gather and use information for research purposes.
- Students demonstrate competence in the general skills and strategies for reading a variety of informational texts.
- Students know the location of places, geographic features and patterns of the environment.
- Students understand the impact of significant political and nonpolitical developments on the United States and other nations.

(Mid-Continent Research for Education and Learning)

LANGUAGE ARTS

- Write and deliver persuasive speeches on topics such as clean hands, why it's important to stay healthy, school bathroom upkeep, etc.
- Craft articles, advertisements, or videotaped commercials to inspire other students and members of the school community to adopt a hand cleaning campaign.
- Develop content about a school hand cleaning campaign for the school newspaper, Web site, or morning PA announcements.

National Standards Links:

Communication Skills

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Communication Strategies

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Evaluating Data

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Applying Language Skills

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

(National Council of Teachers of English)

FAMILY AND CONSUMER SCIENCES; HEALTH

- Incorporate discussions of hand cleaning as part of an overall personal hygiene component in class. Ask: How does hand cleaning help us stay healthy? Why is hand cleaning important in a school setting? Encourage students to think beyond the obvious. For example, staying healthy means staying in school, where you can learn, socialize, play sports, and so on; keeping yourself healthy can also keep others around you healthier, etc.
- Invite the school nurse, food service director, or a local public health official to visit and to discuss the importance of hand cleaning in school.
- Many middle school students are concerned about looking good. Ask them to research and report on the connection between hand cleaning and healthy skin. They might even create mini-magazines that focus on the link between good health and hygiene!
- Explore and report on local/county/state regulations about hand cleaning facilities.
- Create special posters for use in the cafeteria and at home, highlighting the places where germs "hide out" and stressing the importance of hand cleaning in food settings.
- Create "germ flow charts" that detail the many ways germs can be spread through a typical day at school, at home, and in social settings.

National Standards Links (Health):

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, and community health.

(Joint Committee for National School Health Education Standards)

ART

- Create a "clean hands" game, complete with a colorful game board and playing pieces. Remind students that the goal of the game should be finding and getting rid of germs!

National Standards Links:

Choosing and evaluating a range of subject matter, symbols, and ideas

- Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks.
- Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

Making connections between visual arts and other disciplines

- Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

(Consortium of National Arts Education Associations)

Step-by-Step Project Planning Guide

Use this planning guide to help you plan and organize your SNAP program. Page references are indicated for your convenience.

Name: _____

Class: _____

Period: _____



1 Learn more about SNAP

☐ Date: _____

- Review the SNAP materials, visit the website, and think about ways you can become involved (pages 2 – 4).

2 Energize Your School Community

☐ Date: _____

- Review pages 2 – 5 and 9 for ideas, statistics, and participation details and discuss the SNAP ideas and National Recognition Program with your students. Ask them to share their handwashing experiences and brainstorm ideas for classroom outreach projects (e.g., brochures, posters, advertisements, public service announcements, Web sites, etc.).
- Discuss team teaching and cross-curricular opportunities (pages 6 and 7) with students, teachers, and administrators and other school staff (page 2).

3 Develop an Action Plan

☐ Date: _____

- Now, have students select a curricular area and topic for their SNAP project (pages 6 and 7) and set up team responsibilities.
- Have students brainstorm and create their outreach projects (page 9).
Tip: Have students explore ways to work with other classrooms and involve families.
- Guide students in outlining project steps and/or an action plan (e.g., tasks, timelines, etc.).
- Make sure that National Standards are incorporated in student programs/projects.

4 Set Program Objectives and Outcomes

☐ Date: _____

- Have students define objectives and expected outcomes and plan how to measure them.

5 Determine Necessary Resources

☐ Date: _____

- Ask students to investigate required resources, including time, people, and materials.
Tip: Be creative! Approach your local cooperative extension or other organizations for free resources or help.

6 Have Fun Implementing Your Project

☐ Date: _____

- Allow class time or give extracurricular credit for projects.
- Review project at each step; have students measure progress per their objectives.
Tip: After the project is complete, have students present it to another class.

7 Submit Project for National Recognition

☐ Date: _____

(pages 9 and 10)

- Deadline: March 1st!

8 Share Results with the School, PTA, and Community

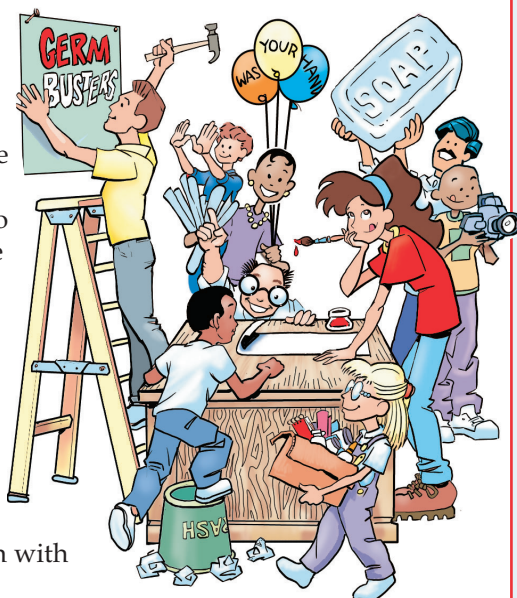
☐ Date: _____

- Congratulations! You've worked hard to create an important health campaign for students, families, your school, and the community. Have students brainstorm ways to present their results, submissions, etc., to these audiences.
Tip: Ask students to write a short story, essay, poem, etc., about their SNAP experience.

About The National Recognition Program: Get Those Projects Ready!

Once you've started a hand cleaning campaign in your school, the health, fiscal, and educational benefits of reduced absenteeism will likely start to materialize. The hand cleaning stir has been created . . . so now it's time to rally your team to participate in the SNAP National Recognition Program!

It's easy. With the Recognition Program, your students are continuing to spread the word about not spreading the germs by creating their own campaigns and sharing them with other schools.



Awards

One Top Classroom Award:

- All-expense paid trip for three people to Washington, D.C.
- Special awards ceremony in the nation's capital.
- Special celebration for the entire class.

Two runner-up classrooms will each receive:

- Cash award of \$250 & Award plaque

All participating classrooms will receive:

- Certificate of recognition.
- Special recognition on the Clean Hands Honor Roll at the SNAP Web site (www.itsasnap.org).

Preparing for the Challenge

Use the classroom (or a school assembly for team teaching) to announce the Recognition Program to the students. The Step-by-Step Planning Guide on page 8 can jump start the process!

- Remind students of all they've learned through their in-class activities.
- Encourage the students to create outreach campaigns to teach others about clean hands.
- You're ready to implement and document the results.

Who Is Eligible?

- Individual classrooms
- Schools

On-Line Resources

Check these Web sites for topic inspiration:

Centers for Disease Control and Prevention

www.cdc.gov/cleanhands

The Soap and Detergent Association

www.cleaning101.com

American Society for Microbiology

www.asmta.org

Government Food Safety Web Site

www.foodsafety.gov

National Coalition for Food Safe Schools

www.foodsafeschools.org

U.S. Partnership for Food Safety Education

www.fightbac.org

National Food Service Management Institute

www.nfsmi.org

For more resources, visit

www.itsasnap.org

Creative Inspiration: Student Outreach Projects

The class activities described on pages 6 and 7 can be used as springboards for student-driven outreach projects. Here are some additional "creative light bulbs" to get students excited.

Note: The curricular tie-in for each is noted, in case you'd like to use these as additional class projects.

- Advertising poster campaign series for display throughout the school. *Language Arts, Art, Health*
- Public service announcements to be included in daily PA broadcasts (or at assemblies). *Language Arts, Social Studies*
- Video commercial that underscores the importance of clean hands. *Language Arts, Art, Technology, Health, Family and Consumer Sciences*
- Video commercial or poster campaign in a language other than English. *Foreign Languages*
- Science experiments that document the effects of clean hands. *Science, Health*
- PTA/PTO presentation to educate parents/caregivers about the financial, educational, and/or health benefits of clean hands. *Family and Consumer Sciences, Language Arts, Social Studies, Community Service*
- Student-driven School Absenteeism Prevention Task Force to gain compliance throughout the school. *Community Service, Health*
- Handwashing Team Shadow Program whereby students work one-on-one with the school nurse, food service director, and lead custodial/maintenance staff in planning logistical ways to integrate handwashing and disease prevention into the school environment. *Health, Family and Consumer Sciences, Social Studies, Community Service, Careers*
- Absenteeism prevention or clean hands Web site to link from the school home page. *Language Arts, Technology*

National Recognition Program

Deadline: March 1st

Applications will be evaluated on originality, creativity, ability to replicate results, evidence of teamwork, and program impact.

You're ready to submit your project for consideration in the National Awards Program, and we're excited to review the innovative handwashing project your class has created! Here's a checklist of information that you should submit.

Required Information

☐ Complete School Information

- ___ Your Name
- ___ Class Name & Period
- ___ School Name
- ___ School Street Address, City, State, Zip Code
- ___ School Telephone, Fax, and E-mail Address

☐ 1-page Summary Report of Class Project

☐ Supporting Information — photos, newspaper articles, flyers, posters, etc. (Please, no more than 4 pages!)

If you have specific questions about the application, e-mail them to: SNAP@cleaning101.com

*Mail your project and
complete school
information to:*

Healthy Schools, Healthy People
1331 L Street NW, Suite 650
Washington, D.C. 20005
Fax: 202-347-4110



Guidelines for Submissions

1. The SNAP recognition program is intended for educational purposes and is open to all middle level schools.
2. SNAP projects, activities, or campaign ideas that are being submitted for consideration in the national recognition program should be original.
3. One project per classroom will be accepted. More than one classroom per school may apply.
4. The project and complete school information **must be submitted no later than March 1st**.
5. Projects and complete school information should be mailed to: Healthy Schools, Healthy People, 1331 L Street, NW, Suite 650, Washington, D.C. 20005. Faxes will be accepted at 202-347-4110.
6. Up to 4 pages of supporting information, such as photos, newspaper articles, flyers, posters, etc., will be accepted.
7. Projects will be evaluated on originality, creativity, ability to replicate results, evidence of teamwork, and program impact.
8. Projects will be evaluated under the supervision of CDC/SDA. A list of reviewers will be available at www.itsasnap.org.
9. Only one award per school will be allowed.
10. All decisions in the selection process are final. One top classroom award and two runners-up will be selected.
11. One project will be awarded top honors and will receive a special celebration for the entire classroom, an all expenses paid trip for three to Washington, D.C., and recognition at a special reception that will be attended by members of Congress, the industry, the media, SDA, CDC, and the Department of Health and Human Services.
12. Two projects will be recognized as runners-up and will each receive a cash award of \$250.
13. All projects submitted for the National Recognition Program will join the Clean Hands Honor Roll, receive a Certificate of Recognition, and be listed on the SNAP Web site.
14. The award recipients will be asked to give SDA/CDC permission to use their project, activity, or campaign idea for educational purposes.
15. National award recipients will be notified no later than May 15th.

